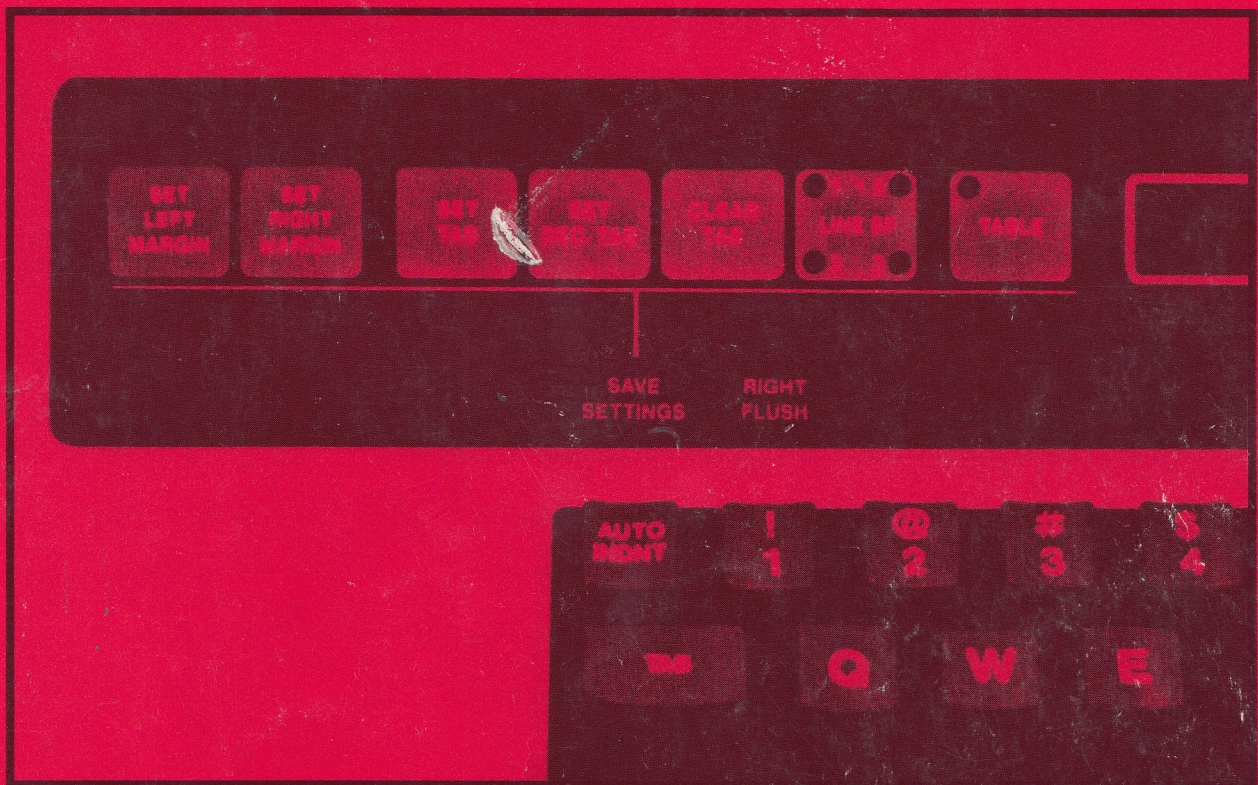
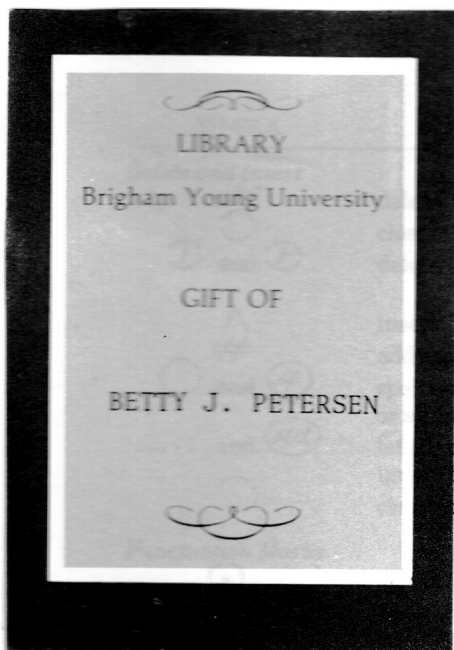


Electronic, Memory, and Storage Typewriters

KRUSE
LAWRY
HERINGER



Glencoe Word Processing Series



MEANING

EXAMPLE

CORRECTED VERSION

take out

Proofreader's marks

Proofreader's marks

and close up

typewriter
Phototypesetting

typewriter
Phototypesetting

word or letter

and
Markup Proofreading

Markup and Proofreading

ce

points and picas

points and picas

t numbers

This typewriter is

This typewriter is

eviations

10 yrs old.

ten years old.

copy stand,

Make all the corrections

Make all the corrections.

the correction

copy mark up

copy markup

colon, semicolon

The work is difficult.
authors, secretaries, and
typesetters

The work is difficult.

apostrophe, single quotes

the first reason, lower costs;
the typesetter's specs

the first reason: lower costs;
the typesetter's 'specs'

quotation marks

hot type versus
cold type

"hot type" versus
"cold type"

hyphen

computer-aided composition

computer-aided composition

dash

a real advantage—lowered
costs

a real advantage—lowered
costs

parentheses

line space (or leading)

line space (or leading)

Paragraphing and Position

and *tu*

transpose letters or
words

reprographics or *tu* //
(processing/copy)

reprographics or
copy processing

]

move right

6
3

6
3

[

move left

9

9

]

move up

1.17
2.29

1.17
2.29

]

move down

Add these figures

Add these figures

□ or *m*

1 em indentation

Record the results.

Record the results.

¶

new paragraph

This is the formula:

This is the formula:

no ¶

no new paragraph

$E = mc^2$

$E = mc^2$

Typesetting is completed.

Typesetting is completed.

The next stage is

The next stage is

proofreading.

proofreading.

You should read the copy

You should read the copy for

for obvious errors.

obvious errors. You should

You should also read

also read for sense.

for sense.

Style of Type

wf

wrong font (style)

Proofreading **typewritten** *wf*

Proofreading typewritten

/ and *lc*

set lowercase

Copy
Careers in The Repro- *lc* //

Copy
Careers in the Repro-

≡ and *cap*

set uppercase

graphics Field
The *ibm* executive *cap* //

graphics Field
the IBM Executive

/ or / and *u/lc*

set uppercase and
lowercase

FIRST PROOFING *u/lc*

First Proofing

— and *ital*

set in italics

Have you read
Copy Processing? *ital*

Have you read
Copy Processing?

— and *bf*

set in boldface

Speed. Photocomposition *bf*

Speed. Photocomposition

is much faster than typing

is much faster than typing

Glencoe Word Processing Series

ELECTRONIC, MEMORY, AND STORAGE TYPEWRITERS

Benedict Kruse

Information/Education, Inc.

Bernice K. Lawry

Skyline College, San Bruno, California

H. Grace Heringer

Skyline College, San Bruno, California

Glencoe Publishing Co., Inc.

Encino, California

Collier Macmillan Publishers

London

Copyright © 1983 by Glencoe Publishing Co., Inc.

Printed in the United States of America

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Publisher.

Glencoe Publishing Co., Inc.
17337 Ventura Boulevard
Encino, California 91316
Collier Macmillan Canada, Ltd.

Library of Congress Catalog Card Number: 81-84577

1 2 3 4 5 6 7 8 9 10 86 85 84 83

ISBN 0-02-826400-2

TABLE OF CONTENTS

Unit 1

GETTING STARTED IN ELECTRONIC TYPING

1

YOUR LEARNING JOB 1 ■ THE NEED FOR ELECTRONIC TYPING 1 ■ BASIC DEFINITIONS 2 ■ SETTING UP YOUR MACHINE 3 ■ Positioning Paper 3 ■ Selecting Type Pitch 4 ■ Selecting Typing Element 5 ■ Setting Margins 5 ■ Controlling Line Endings 6 ■ USING MEMORY 9 ■ LIFT-OFF CORRECTIONS 10 ■ SETTING TAB STOPS 13 ■ INDENTING BLOCKS OF COPY 14

Assignment 1-1 7
Assignment 1-2 11

Assignment 1-3 12
Assignment 1-4 13

Assignment 1-5 14

Unit 2

FORMATS AND STYLES

23

YOUR LEARNING JOB 23 ■ PARTS OF A BUSINESS LETTER 23 ■ PLACEMENT OF A LETTER ON A LETTERHEAD 27 ■ Two-Page or Multiple-Page Letters 27 ■ FULL-BLOCK FORMAT 28 ■ MODIFIED BLOCK FORMAT 32 ■ SEMIBLOCK FORMAT 34 ■ AMS SIMPLIFIED FORMAT 37 ■ ENVELOPES 40 ■ THE INTEROFFICE MEMORANDUM 41

Assignment 2-1 27
Assignment 2-2 28
Assignment 2-3 30
Assignment 2-4 31
Assignment 2-5 32

Assignment 2-6 32
Assignment 2-7 34
Assignment 2-8 34
Assignment 2-9 36
Assignment 2-10 37

Assignment 2-11 39
Assignment 2-12 40
Assignment 2-13 40
Assignment 2-14 41
Assignment 2-15 43

Unit 3

ADDITIONAL ELECTRONIC TYPING FUNCTIONS

75

YOUR LEARNING JOB 75 ■ CENTERING A LINE 75 ■ USING MEMORY 76 ■ UNDER-SCORING 76 ■ PRACTICE JOB ASSIGNMENT 79

| | | | | | |
|----------------------|----|----------------------|----|-----------------------|----|
| Assignment 3-1 | 76 | Assignment 3-5 | 82 | Assignment 3-8 | 87 |
| Assignment 3-2 | 77 | Assignment 3-6 | 84 | Assignment 3-9 | 88 |
| Assignment 3-3 | 79 | Assignment 3-7 | 86 | Assignment 3-10 | 90 |
| Assignment 3-4 | 82 | | | | |

Unit 4

IMPROVING SKILLS FOR TRANSCRIPTION

115

YOUR LEARNING JOB 115 ■ SENTENCE RECOGNITION 115 ■ TYPES OF SENTENCES 116 ■ SENTENCE FORMATION FROM WORD STREAMS 117 ■ CAPITALIZATION 117 ■ TYPING FROM WORD STREAMS 118 ■ PUNCTUATION WITHIN SENTENCES 120 ■ Other Punctuation Marks 123 ■ FORMING PARAGRAPHS 124

| | | | | | |
|----------------------|-----|----------------------|-----|----------------------|-----|
| Assignment 4-1 | 116 | Assignment 4-4 | 118 | Assignment 4-7 | 123 |
| Assignment 4-2 | 117 | Assignment 4-5 | 119 | Assignment 4-8 | 126 |
| Assignment 4-3 | 117 | Assignment 4-6 | 123 | | |

Unit 5

STORING AND REVISING TEXT

143

YOUR LEARNING JOB 143 ■ STORAGE MEDIA 143 ■ Magnetic Tape Storage 144 ■ Cassette Storage 144 ■ Magnetic Card Storage 145 ■ Diskette Storage 146 ■ CAPTURING DOCUMENTS IN STORAGE FILES 147 ■ Labeling Stored Files 147 ■ Proceeding Without Storage 147 ■ Recording Text for Storage 147 ■ RETRIEVING AND CORRECTING DOCUMENTS IN STORAGE FILES 149 ■ RETYPING CONTROLS 149 ■ Playback Controls 150 ■ Skip-Text Controls 150 ■ RERECORDING TEXT 150 ■ REARRANGING TEXT 152 ■ Line-End Controls 152 ■ Editing and Line-Ending Controls 152

| | | | | | |
|----------------------|-----|----------------------|-----|----------------------|-----|
| Assignment 5-1 | 148 | Assignment 5-4 | 154 | Assignment 5-6 | 156 |
| Assignment 5-2 | 151 | Assignment 5-5 | 155 | Assignment 5-7 | 156 |
| Assignment 5-3 | 153 | | | | |

Unit 6

POWER TYPING

171

YOUR LEARNING JOB 171 ■ WHAT IS POWER TYPING? 171 ■ Applications 172 ■
PREPARING REPETITIVE LETTERS 172 ■ STOP CODES 172 ■ SELECTIVE USE OF
TEXT 176 ■ MAILING LISTS 176 ■ DOCUMENT ASSEMBLY 179

Assignment 6-1 174 Assignment 6-2 176 Assignment 6-3 179

Unit 7

STATISTICAL TYPING

211

YOUR LEARNING JOB 211 ■ SPECIAL TABULATION FEATURES 211 ■ Columns of
Numbers 211 ■ STATISTICS AND TABLES 218

Assignment 7-1 212 Assignment 7-3 215 Assignment 7-5 218
Assignment 7-2 214 Assignment 7-4 217 Assignment 7-6 220

PREFACE

WORD PROCESSING: Electronic, Memory, and Storage Typewriters is a program designed to give office procedures students keyboarding skills on advanced typewriting systems. This book offers a general-purpose, function-oriented approach to learning the basic knowledge and understanding needed to operate electronic system typewriters. Upon completing the training based on this text-workbook, a student should be able to qualify for an entry-level position as a word processing operator using electronic, memory, and storage typewriters.

Because of the wide variety of available equipment and the vast differences among these machines, the operator's manual for the specific machine on which the student is learning must be used in conjunction with this text-workbook. In this way, the student becomes familiar with the features and operation of a specific machine while acquiring a solid knowledge of general functions and capabilities. The assignments in this text-workbook may be completed on any electronic typewriter whether or not it has memory and/or storage capabilities. In completing the assignments, the student will learn the functions and operations common to all electronic, memory, and storage typewriters.

WORD PROCESSING: Electronic, Memory, and Storage Typewriters provides a comprehensive learning experience that simulates the type of assignments that are typical in the word processing centers. Through its presentation of the concept of standard functions that, when understood, lead to mastery of word processing skills, this book sets the tone for an advanced, unique approach to education in this field.

ORGANIZATION

This text-workbook consists of seven logically constructed learning units which, together, are the equivalent of the training given to word processing operators in business and governmental organizations.

The first unit is a basic orientation for qualified typists in electronic typing and word processing. Students are introduced to electronic type-

writers and told how these typewriters differ from conventional machines. The first assignment introduces the student to the differences between the keyboard of an electronic and a conventional typewriter. It also offers instructors an opportunity to assess the student's basic typing skills before beginning the program. In this unit, the memory function is explained, as well as the functions that memory controls and how memory can be used. In four separate assignments, students practice using memory for correction, for setting tabulator stops, and for indenting copy.

The second unit describes the formats and styles of business correspondence. This unit is a refresher for students who may have forgotten some of the specifics of formats. Students practice typing the four major letter formats, business memos, and envelopes. Thus this unit reinforces the student's knowledge of basic business correspondence or teaches that knowledge to students not already trained in letter typing. To produce these letters and memos, students must use the memory features and capabilities to which they were introduced in the previous unit.

The third unit covers the advanced functions of centering and underscoring on electronic typewriters. The first two assignments give students business-world practice using these functions. Additional assignments lead students through a typical job situation that involves all of the functions or features learned thus far to create mailable letters or memos.

The fourth unit covers language-usage skills. Since electronic typing and machine transcription are often combined, word processing operators require demonstrable ability to punctuate and capitalize sentences and paragraphs correctly. The assignments in this unit enable the instructor to assess the student's proficiency in and knowledge of these skills. They also are useful in determining whether remedial training is advisable in language skills. Some of the assignments simulate the transcription of dictated material.

The fifth unit integrates the machine skills learned earlier and the language skills reinforced and reviewed in Unit 4. This unit explains the processes of storing and revising text. Students

learn how to use memory and storage for the revision of text. After finishing this unit, the student can be expected to know how to insert revisions into existing text and even, in playback, skip blocks of text and correct previously inserted line endings.

While reinforcing previously learned skills, the sixth unit introduces and provides practice in the concepts and methods used in the production of repetitive letters and/or the construction of documents from stored text elements or parts. Students learn how to insert variables in text to personalize letters and how letters can be assembled or constructed from paragraphs retained in storage.

The seventh unit concentrates on statistical typing. Because of the special capabilities that electronic typewriters bring to this work, statistical typing has emerged as one of the important jobs for which businesses and governmental agencies acquire electronic equipment. This unit, then, gives students practice in applications requiring the typing of financial statements, a statistical table, and a price list.

Throughout, this book is illustrated with realistic business documents and with photographs that show the use of the equipment in business situations.

INSTRUCTOR'S MANUAL

An instructor's manual accompanies this text-workbook. This manual contains complete answer keys to all exercises and discusses at length teaching suggestions for using this learning program.

THE GLENCOE WORD PROCESSING SERIES

This text-workbook is part of the Glencoe Word Processing Series, a major commitment by a business education publisher to provide the skill-building opportunities in word processing subjects and systems to office procedures students.

Other current programs in this series are:

- *WORD PROCESSING: Machine Transcription*
- *WORD PROCESSING: Basic Language Skills*
- *WORD PROCESSING: VDT Systems*
- *Copy Processing, 2/e*

1

GETTING STARTED IN ELECTRONIC TYPING

OBJECTIVES

After completing this unit, you should be able to:

1. Define the terms *word processing*, *electronic typing*, *memory*, and *storage*.
 2. Explain how electronic, memory, and storage typewriters differ from ordinary electric typewriters.
 3. Describe the purposes and value of these typewriters in the business office.
 4. Insert paper into an electronic typewriter and set left and right margins electronically.
 5. Select the typing pitch for an electronic typewriter and install 10-pitch and 12-pitch typing elements.
 6. Set tab stops on an electronic typewriter.
 7. Enter instructions to type indented paragraphs within the text.
-

YOUR LEARNING JOB

This text-workbook introduces you to the basic functions of electronic typewriters. It will help you master the skills needed for operating these machines. It can be used with any make or model of electronic typewriter.

Besides this text, you will need the operator's manual for the electronic typewriter on which you are learning. The text-workbook will introduce and explain a number of basic functions that apply to all equipment. But the operator's manual will spell out the specific methods for performing those functions on the machine (or machines) to which you are assigned. To complete the assignments in this text-workbook, apply the specific operating instructions from the operator's manual.

To measure your progress in learning to operate the electronic typewriter, each unit begins with a list of objectives. These are the skills you can expect to acquire by reading the text and completing the assignments.

THE NEED FOR ELECTRONIC TYPING

Each day many *billions* of business documents are created in business offices. Most of these documents are prepared by office workers on typewriters. *Business documents* are any printed, typewritten, or handwritten information that is important to the operation of an organization. Letters, memos, invoices, reports—all these are business documents.

Because the volume of paperwork is heavy, businesses have sought methods to streamline the production of business documents. One solution is the electronic typewriter. A modern office with an electronic typewriter is shown in Figure 1-1. The typist in the foreground is working at an electronic typewriter. It has a memory (see "Basic Definitions" below) for up to five average-length pages. Figure 1-2 shows the keyboard. Notice that this typewriter has a standard keyboard. Notice also that it has function command keys at the edges of the standard keyboard. Locate these function keys on your electronic typewriter.

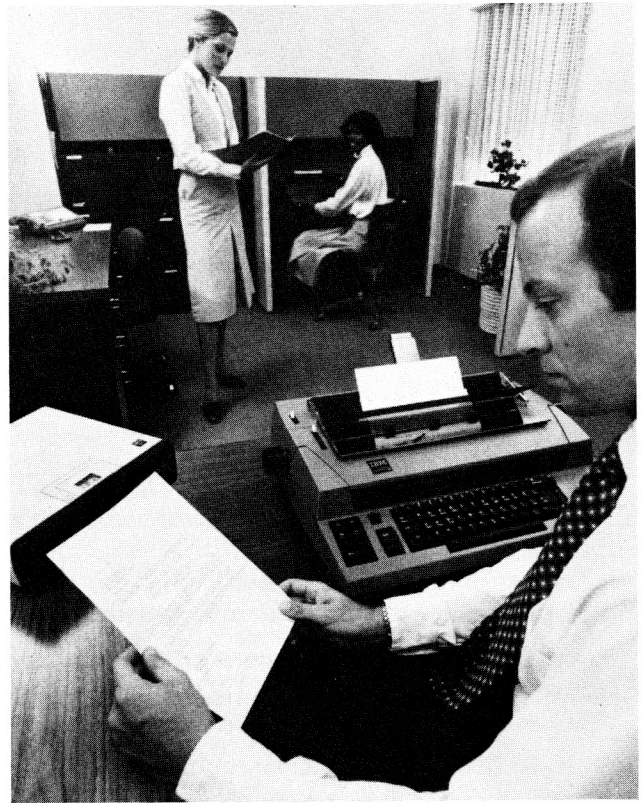
BASIC DEFINITIONS

Before you begin working with electronic typing equipment, you should know some of the basic terms that apply to the various makes or models that you may be using.

Electronic typing refers to the procedures and functions applied in producing letters and other business documents on typing equipment that has electronic components. These components improve accuracy and automate operator functions.

Memory is the capability to electronically record information entered on the typewriter keyboard. (See Figure 1-3.) Information in memory should be used immediately in typing functions. Information in memory is *lost* when the *power switch* is turned off. This is important to keep in mind when operating an electronic typewriter.

Storage is the recording of typewritten information on magnetic media for later play out. Storage is different from memory in that stored information may not be immediately available for typing functions. Stored information may have to be recalled into memory before it can be used by the electronic typing operator. Much more copy can be placed in storage than can be placed in memory. Stored information that is recorded magnetically is *not* lost when the machine is turned off.



IBM Office Products Division

Figure 1-1 The word processing operator in the foreground is using an IBM 75 electronic typewriter. This unit has a memory capacity for 7,500 characters, or about five average-length pages.



Figure 1-2 The electronic typewriter has a standard keyboard. It also has keys for function commands

located at the left and right sides and sometimes in the panel directly above the keyboard.

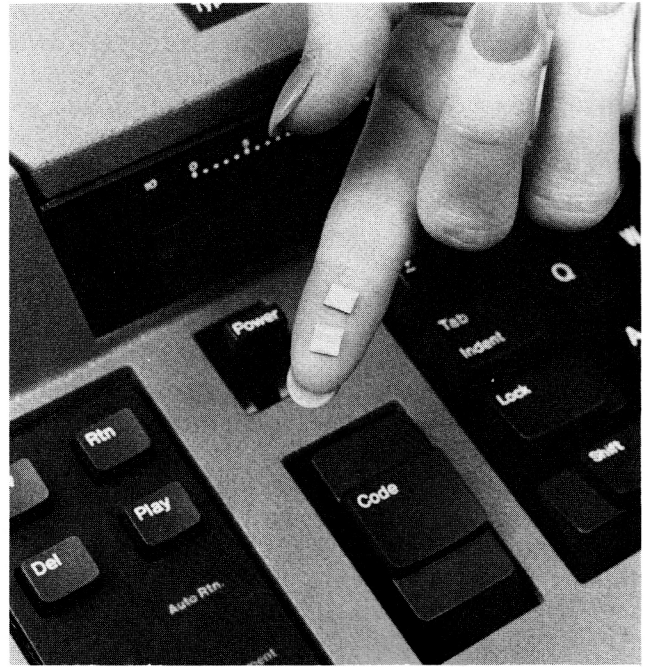
SETTING UP YOUR MACHINE

Now you are ready for your first hands-on experience with electronic typing equipment. Keep the operator's manual within reach at your typewriter. As this text introduces and explains the basic functions that apply to all equipment, refer to the manual for the specific methods for performing these functions on your typewriter. You are to apply these specific operating instructions to complete the assignments in this text.

Positioning Paper

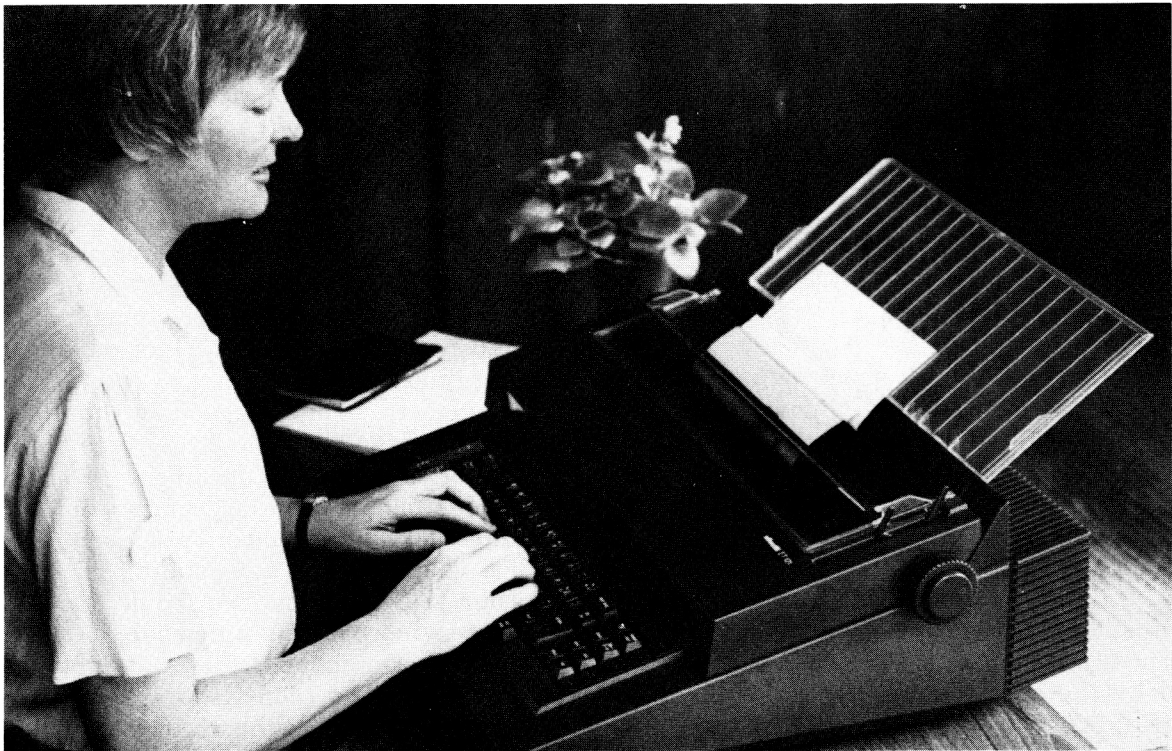
An electronic typewriter feeds and positions paper more evenly and exactly than an ordinary typewriter. On most units, the paper is inserted into position behind the platen (the rubber roller against which the element or keys strike). Use the paper insertion guide to direct the paper into the position you want.

Every electronic typewriter has a scale and/or guide for aligning paper as it is placed in the machine. The guide is usually movable. Figure 1-4 shows an electronic typewriter with a clear plastic paper scale. The marks on the paper scale indicate the left and right edges for centering



IBM Office Products Division

Figure 1-3 Memory can be added to electronic typewriters through the use of miniature chips like those shown. The memory chips are used to provide the 7,500 characters of memory for the IBM 75 electronic typewriter.



Olivetti Corporation

Figure 1-4 Note the scale or guide markings on the clear plastic paper holder of this Olivetti electronic typewriter.

Markings are used for centering paper as it is inserted into the machine.

sheets of paper of different widths. There is also a metal guide behind the platen. The left edge of the inserted paper should rest against this metal guide. Remember that this is just one example. On some machines you may be instructed to center the paper in the typing area.

If your machine has a movable guide, set it according to the instructions in the operator's manual. Remember that the guide must be positioned so that the paper will be lined up accurately to match margin and tabular settings (see below).

After the paper guide is set, place the left-hand side of the paper against this guide and drop the paper behind the platen. When the top edge of the paper is resting against the platen and paper-feed rollers, use the paper-bail lever to separate the platen and feed rollers. On most machines, this is done by moving the paper-bail lever forward. At the same time, the top edge of the paper will drop into position against a guide within the machine. Typically, the paper will fall about a half-inch into the space between the feed rollers and the platen.

On some machines, you can enter instructions on the keyboard and the machine will feed the paper to the typing position you want. On other machines, you can use a paper-feed lever or the platen control knob to move the paper so that the top edge is at the line indicating the typing position. After that, you can move the paper up by hand or with an "index" key or the carrier-return key on the keyboard.

Check with your teacher if you are not sure how to insert paper into your typewriter.

PRACTICE 1-1

Practice inserting a blank sheet of paper into your electronic typewriter and moving it into typing position. Placing paper in the typewriter should become easy and natural. Remember, a quality business document starts with the proper alignment of the paper. On electronic typewriters, the automatic controls determine where the typing appears on the page. Margin and tabulator settings are operated electronically. The typewriter responds to the instructions entered by the operator. To take advantage of these features, you must be confident that the paper is positioned properly before you start to type.

This is an example
of the Courier font
in 10-pitch size.

This is an example
of the Courier font
in 12-pitch size.

Figure 1-5 Comparison of 10 and 12 pitch.

Selecting Type Pitch

In getting ready to type on an electronic typewriter, one of your first decisions is which type pitch to use. *Pitch* means the size of type. Standard sizes are 10 pitch and 12 pitch (Figure 1-5). The 10-pitch type is the larger of the two sizes. It has 10 characters (letter, numbers, and symbols) or spaces per inch of typing. This size is also called *pica*. The 12-pitch type is smaller, with 12 characters or spaces per inch. It is also known as *elite*.

Almost all electronic typewriters have a feature called *variable pitch*. This means that there is a setting on the machine to choose between 10 pitch and 12 pitch.

The choice of pitch depends on the length of a document and company preferences. Usually, long letters or documents are typed in 12 pitch. The reason is simple. With 12-pitch typing, there are 20 percent more characters on any given typing line.

Conversely, 10 pitch is good for short letters or for documents where the larger type has a purpose. For example, if a document is to be posted on a bulletin board, the larger type would be more readable. Any office or word processing center in which you work will have standards or policies on choosing type pitch. You should find out what they are when starting a new job.

Some electronic typewriters have optional proportional spacing. This is a system in which spacing is adjusted to the width of the individual characters. It gives the typed page the look of a printed document.

Selecting Typing Element

Most electronic typewriters have interchangeable typing elements. "Interchangeable" means that the element or font can be changed quickly and easily. (*Font* is the term applied to a set of letters, numbers, and symbols of the same size and style.) The typist using an electronic typewriter can select a particular type font to fit any job. There is a wide variety of type fonts from which to choose (see Figure 1-6).

There are two general kinds of typing elements. One is the *ball-type element*, which is common to IBM and a number of other machines (see Figure 1-6). Installing a ball-type element is shown in Figure 1-7.

The other kind of typing element on many electronic typewriters is the so-called *daisy wheel*. This is a flat, circular frame from which extends a series of spokes. At the end of each spoke is a letter or character. The appearance of the element, with its type spokes radiating from a central hub, is similar to the petals and seed pod of a daisy. A daisy-wheel printing element is seen in Figure 1-8.

PRACTICE 1-2

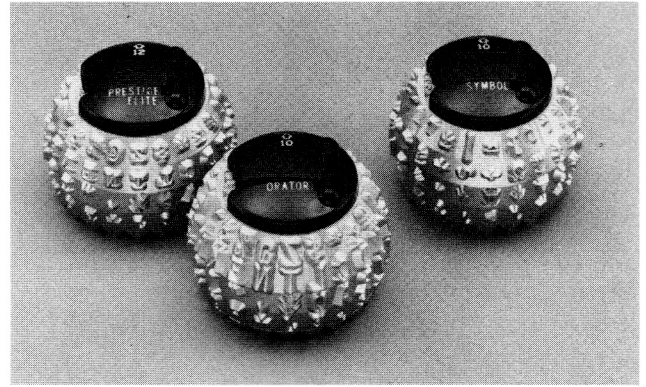
1. What kind of element does your machine have? _____
2. What pitch is this element? _____

Setting Margins

Next you are to set the typing margins on your machine. Different makes and models of electronic typewriters will have either of two basic approaches to setting margins:

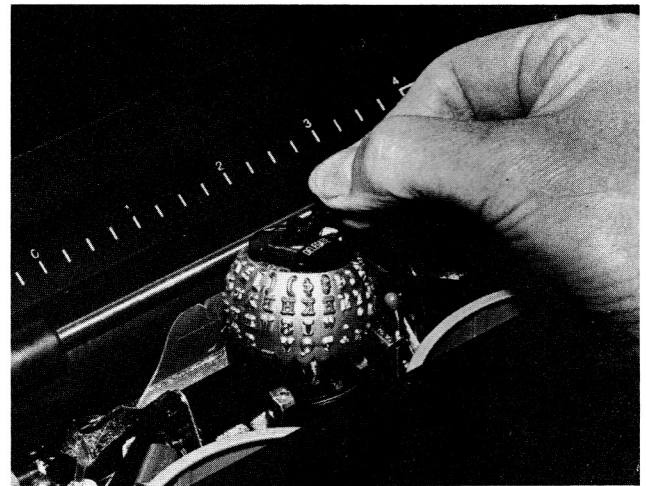
1. The typist sets both left and right margins. These settings then control the length of the typing line. (See Figure 1-9.)
2. The typist sets the left margin and then enters a setting for line width. In this approach, the right margin is *not* set. The typewriter determines the right margin as the combined total of the spaces for the left margin and the spaces in the line width.

The results in setting margins are the same. Only the methods in setting margins are different. For example, suppose you want a typing line that is $6\frac{1}{2}$ inches long (65 spaces in pica or 78 spaces in elite). On standard $8\frac{1}{2} \times 11$ stationary or



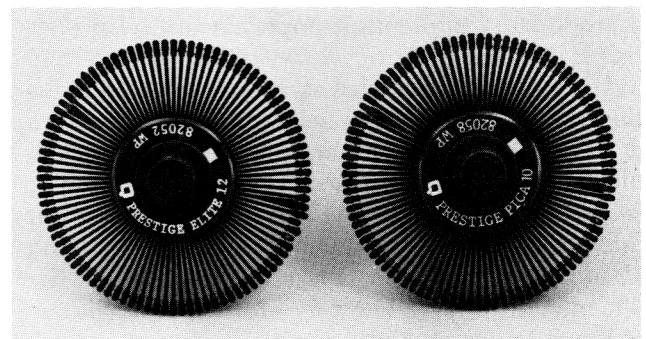
Eastman Office Supplies

Figure 1-6 Ball-type single-element print elements or fonts. This type of printing element is used on IBM and a number of other electronic typewriters.



IBM Office Products Division

Figure 1-7 Installing a ball-type element.



Eastman Office Supplies

Figure 1-8 Daisy-wheel single-element print units. This printing element rotates rapidly in front of the print position of your electronic typewriter.

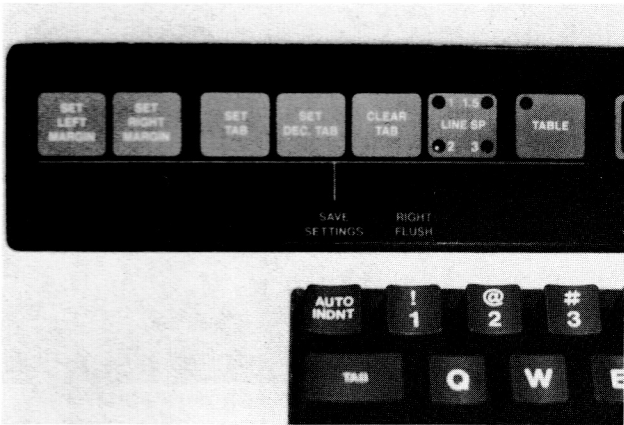


Figure 1-9 Margin settings control the length of the typing line.

typing paper, you will want left and right margins of 1 inch. If you are setting left and right margins, these are usually based on 10-pitch measurements. Thus, you would enter instructions telling the machine to set margins at 10 spaces (10 spaces per inch for 10 pitch or pica) on the left and right.

A special key is generally used to enter controls for margin and tabulator settings. On most electronic typewriters, this is called the *Code* key. You hold the *Code* key down and, at the same time, depress one or a series of keys on the regular typewriter keyboard. Depressing the *Code* key directs your entries into the machine's control memory. For example, on some electronic typewriters, you set your left margin by depressing the *Code* key and the letter W. Then you enter a two-digit number, such as 15. This tells the machine to set your left margin 15 spaces from the edge of the paper. Such an instruction assumes that your paper is centered in the carriage of your machine. This is one reason why it is important to position paper carefully in electronic typewriters.

If your typewriter takes a line-width instruction, entries for margin settings will be in terms of the typing pitch you have selected. For example, for a 1-inch left margin and a 6½-inch typing line, the 10-pitch settings would be 10 for the left margin and 65 for the line width. If you are using 12-pitch typing, the settings would be 12 for the left margin and 78 (12 x 6½) for the line width.

Read how to set the margins in your operator's manual, and then complete Practice 1-3. Look up the command for removing margin settings and practice both these functions several times.

PRACTICE 1-3

Fill in the blanks and then practice setting the following margins on your typewriter.

| 10 Pitch | | |
|-------------|------------|--------------|
| Left Margin | Line Width | Right Margin |
| 10 | _____ | _____ |
| 15 | _____ | _____ |
| _____ | 60 spaces | _____ |
| 20 | _____ | _____ |
| _____ | 42 spaces | _____ |

| 12 Pitch | | |
|-------------|------------|--------------|
| Left Margin | Line Width | Right Margin |
| 12 | _____ | _____ |
| 18 | _____ | _____ |
| _____ | 60 spaces | _____ |
| 24 | _____ | _____ |
| _____ | 50 spaces | _____ |

Controlling Line Endings

As explained, the methods for setting margins on electronic typewriters differ from the methods used for manual or standard electric typewriters. So, too, do the rules for positioning the right-hand margin and for line width. In typing on conventional typewriters, you probably formed the habit of setting the line width about 5 to 10 spaces shorter than was actually wanted. The warning bell rang when you reached that "safety zone." You avoided typing lines that are too wide and would spoil the appearance of your letters. On electronic units, you set line widths for the exact measurement you want. This is because you can control line width when you retype, or play out, text you have recorded. Methods for controlling text playback are covered in Unit 5.

Like conventional machines, the electronic typewriter will sound a signal (usually a bell) as you approach the end of a line. The signal will sound 10 spaces before the line-end setting, indicating your "line-end zone." At this point, you will have a number of options to choose from.

1. You can continue typing beyond the normal line ending and then lift off all or part of the last word on the line. This is much easier to do with an electronic typewriter than with a standard electric.

2. You can insert a “soft” hyphen and a “soft” carriage-return instruction. The hyphen appears in the document as typed but it is not fixed in electronic storage. Thus, if the same word does not end a line when the document is retyped, the hyphen is dropped. The word is retyped without the hyphen.

3. You can use only “soft” carriage-return entries. The machine can override these entries when the document is played out from storage.

Check the manual for your own electronic typing unit. See if it has “soft” hyphen and “soft” carriage return functions.

To review, remember that line widths or right margins should be set exactly on electronic typewriters. There is no need to be concerned with overtyping at line endings. The machine automatically adjusts the line endings. Instead of setting a margin for a 60-space line as you would do on a conventional typewriter in order to keep the line to the maximum 65 spaces, you set the exact line measurement, 60 spaces or 65 spaces, on an electronic typewriter. This is an important difference to remember.

After you have practiced inserting paper, selecting pitch, inserting printing elements, and setting margins, remove the paper. You are ready to go ahead with your first practice assignment.

ASSIGNMENT 1-1

Your Job: Set your typewriter for 10-pitch spacing, with a 15-space left margin, and a 55-space typing line.

Insert a 10-pitch typing element. If you do not have a 10-pitch element, use a 12-pitch element. The spacing with the 12-pitch element will simply be a little wider than standard. Some typists use 12-pitch elements on 10-pitch spacing because they like the open appearance.

Insert Workpaper 1-1 in your machine. Type today's date. Type your own name next to the “To” heading. This memo is from your Word Processing Supervisor. Start timing your typing with the text that you will copy.

Copy this text line for line. Begin your first typing line three spaces below the last line of the memorandum heading. Single-space the copy. Start all lines at the left margin. Double-space between paragraphs, as is done in the copy.

Complete the entire typing assignment. To figure out your typing speed, first proofread your work carefully. Circle all errors. Multiply the number of errors by 10 and subtract this number from the total number of words (321) in the text. Divide this figure by the number of minutes it took you to complete the typing. The result gives you your net words per minute. Enter this in the space on the workpaper.

NOTE: A second method of finding your typing speed is to use the word count at the right of the timed writing. Divide the word count by the number of minutes it takes you to complete the timed writing.

Materials: Workpaper 1-1 (on page 17)

Settings:

| | |
|-----------------|--------------------------|
| Pitch: | 10 |
| Typing Element: | 10 pitch |
| Left Margin: | 15 spaces (1½ inches) |
| Right Margin: | 15 spaces (1½ inches) |
| Line Width: | 55 spaces (5½ inches) |

Start the timing

Word Count

The electronic typewriter is based on the concept, 10
 design, and features of the electric typewriter, such 21
 as the IBM Selectric. The keyboard used to enter 31
 text is usually the same as, or very similar to, the 41
 keyboard of an IBM Selectric. So if you have learned 52
 to type on an electric typewriter with a single-element 63
 typing system, you already have some of the skills you 74
 need in electronic typing. 79

One difference between an electronic typewriter and 89
 an electric typewriter is in the way control settings, 100
 such as margins and tabulator stops, are entered. 110
 On an electric typewriter, you actually move and set 120
 the control levers for these settings. On an electronic 131
 typewriter, these settings are usually electronically 142
 programmed. There is an electronic memory to store 152
 these instructions and to control the machine as you 162
 are typing. 164

A special key is generally used to enter controls for 175
 margin and tabulator settings. On most electronic 185
 typewriters, this is called the "code" key. You hold 196
 the code key down and, at the same time, depress one 206
 or a series of keys on the regular typewriter keyboard. 217
 Depressing the code key directs your entries into the 228
 machine's control memory. For example, on a good many 239
 electronic typewriters, you set your left margin by 249
 depressing the code key and the letter "W." Then you 260
 enter a two-digit number, such as 15. This tells the 271
 machine to set your left margin at 15 spaces from the 282
 edge of the paper. Such an instruction assumes that 292
 your paper is centered in the carriage of your machine. 303

This is one reason why it is important to position 313
 paper carefully in electronic typewriters. 321

1 2 3 4 5 6 7 8 9 10 11

(321 words)

USING MEMORY

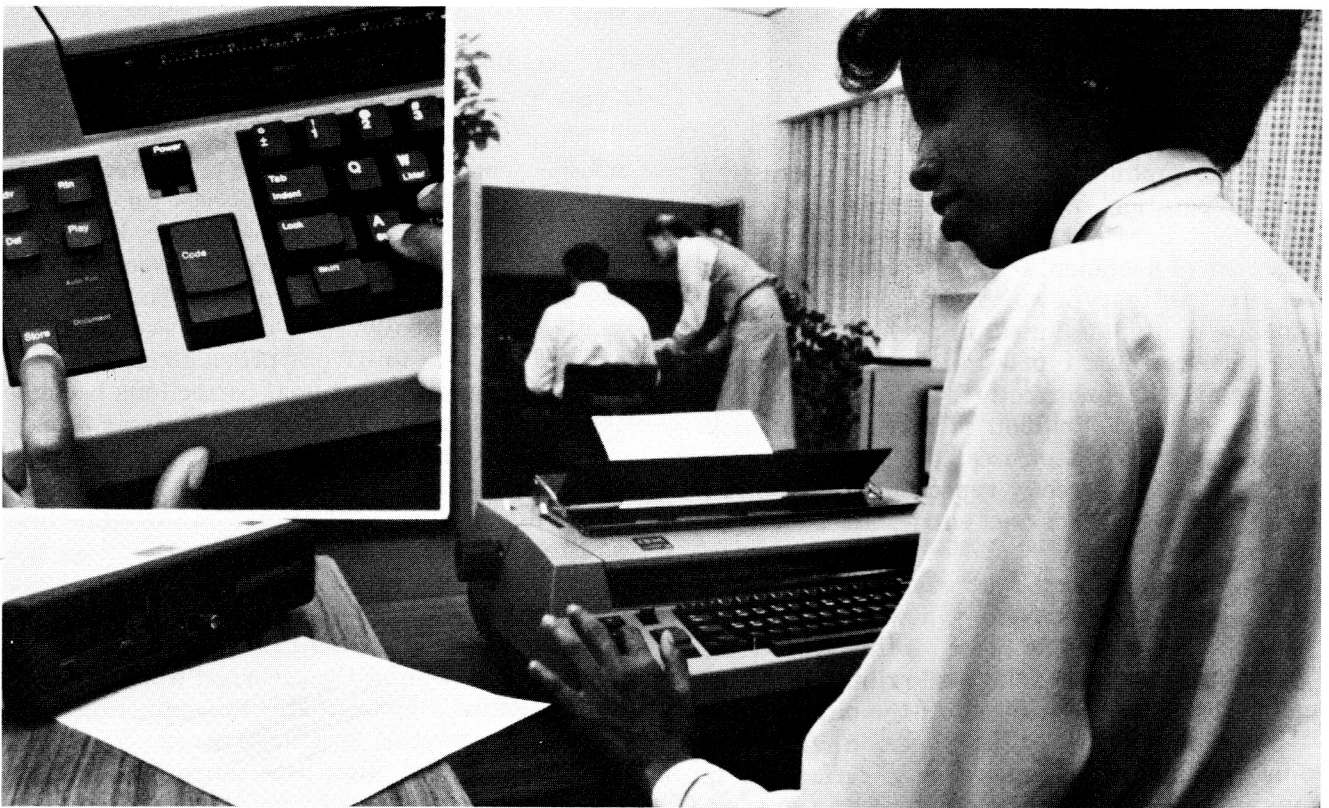
Now that you have done your first assignment, you have gotten the feel of the keyboard of your machine. The typing you did could have been done on any manual or electric typewriter. It is time therefore to become familiar with the special features of the electronic typewriter. The first of these is memory. Let's explore what memory is and how it is used in electronic typing.

Most electronic typewriters have at least some memory. The amount or capacity of memory affects two things about the machine. One is price—the more memory you have, the more your machine costs. The second is the jobs that can be handled. The more memory you have, the more flexible your machine will be—in terms of the jobs it can handle. For example, with a 1,500-character memory, you can store and automatically retype the text of an average letter. With 7,500 characters of memory, you can store up to five average pages of typing.

Thus, the amount of memory available determines some of the things you can do with your electronic typewriter. To find out how much memory your typewriter has, check the equipment you are using. An electronic typewriter may have as few as 15 characters of memory. Some units store one line of typing in memory. Others, as discussed, may have 1,500 or 7,500 characters of memory. As a word processing operator, you should be familiar with the memory capacity of various machines.

Some memories operate automatically. That is, information is recorded automatically as you type. This is true of equipment with small memories. On other systems, the operator uses special keys to control the operation of memory. A system requiring operator control over memory is illustrated in Figure 1-10. This shows memory controls for the IBM 75 electronic typewriter.

Memory is a *temporary* method for electronic recording of information. Entries into memory come directly from the keyboard. Memory is called "live" or "volatile." This is because the



IBM Office Products Division

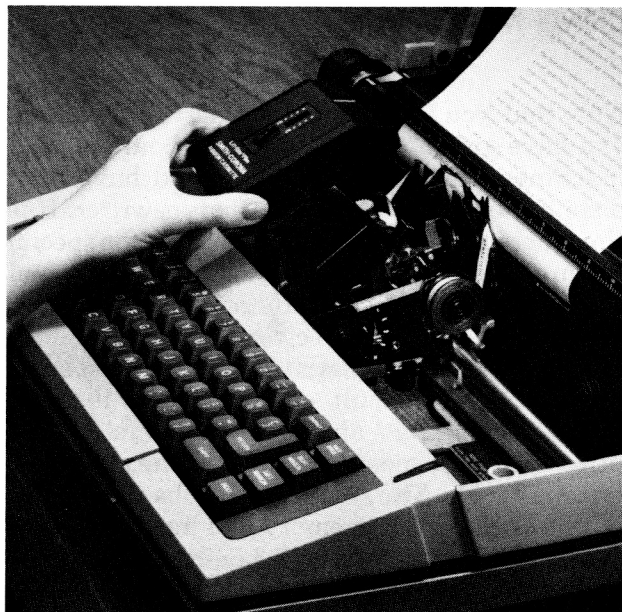
Figure 1-10 This closeup photo shows the control keys for operating the memory of the IBM 75 electronic typewriter. The operator is depressing the **Store** key and the letter

A. This will set up a memory location for the document being entered.

information in memory is lost if you turn the power switch off. On some electronic typewriters, memory is "protected." If the machine loses power accidentally, as happens when there is a brief interruption in electric power, batteries take over. They provide enough power to preserve the information in memory until your regular power source returns.

By contrast, *storage* is magnetic. Information is recorded on a tape, disc, or belt. Once recorded, the information remains in place until you change or erase it. Storage files are not normally affected when you turn the machine off and on or when you lose power temporarily.

The memory capabilities of your electronic typewriter determine just how much can be retyped automatically. At this point, however, you will not be concerned with the use of memory to retype documents. Right now, you will get ready to practice using the other main use for your electronic typewriter's memory. This is to control the correction of errors in typewritten text.



SCM Corporation

Figure 1-11 This photo shows ribbon changing on a Smith-Corona Typetronic electronic typewriter. Note that a white lift-off ribbon is in place. The black impressions on the white ribbon are from typed entries that have been lifted off the paper under operator control.

LIFT-OFF CORRECTIONS

An important feature of electronic typing is its ability to produce a clean, neat document in a single operation. With an electronic typewriter, the typist does not have to do a lot of tedious retyping of documents. This is possible because an electronic typewriter corrects mistakes quickly, easily, and, most important, cleanly.

Most electronic typewriters correct errors by lifting off the incorrectly typed characters or words. A special ribbon is used. When backspaced over typed entries, the special ribbon picks up the incorrectly typed characters on its sticky surface. The correct entries are then typed in the clear space.

Figure 1-11 shows how to change a ribbon cartridge on an electronic typewriter. Note the white lift-off ribbon in place on this typewriter. The black imprints on the white ribbon are from errors that have been lifted off the paper.

Some electric typewriters also have correction capability. But there is a difference in making corrections on an electric and an electronic typewriter. On the electric typewriter the operator uses a correction backspace key to lift-off corrections. Then the typist strikes the incorrect keys to lift off the mistake. After that, the correct entry is typed.

With an electronic typewriter, however, the memory can eliminate some of these steps and it thus speeds up the correction process. An electronic typewriter "remembers" the keys you struck. Thus, if you backspace over an error, your keystrokes are repeated and the correction is made automatically. You don't have to strike individual keys to lift off previous entries. You save time, and you get neat corrections because the equipment has a record of what was typed.

A good typist will usually recognize an error immediately when it is made. To make a correction while you are still typing on the same line as the error, you simply backspace and as the typewriter moves back it removes the error. If you have already moved to another line, you may have to follow a different procedure. It may be necessary to re-enter the incorrect word, mistake and all, into memory. Then the machine will make the correction routinely.

Study the correction procedures for the electronic typewriter you are using. Then complete Assignment 1-2. This assignment contains proofreader's marks in the copy. If you are not familiar with the meaning of proofreader's marks, see the inside cover of this book where they are explained.

ASSIGNMENT 1-2

Your Job: In the following text, a number of errors have been made on purpose. They are marked and the corrections are noted in handwriting within the copy. Type each error as it appears in the copy. Then, after each error, use the correction feature of your electronic typewriter to lift off the error. Type the correct copy in place of the error. Also correct any errors that you may accidentally make as you type.

Use today's date and address this memo to yourself. Enter the date and your own name in the proper spaces of the memo heading. Start typing the text three lines beneath the last entry of the memo heading. Single-space the copy and start all lines at the left margin. Double-space between paragraphs. Check your work carefully. Turn in a neat, correctly typed document.

Materials: Workpaper 1-2

Settings:

| | |
|-----------------|--------------------------|
| Pitch: | 12 |
| Typing Element: | 12 pitch |
| Left Margin: | 18 spaces (1½ inches) |
| Right Margin: | 18 spaces (1½ inches) |
| Line Width: | 66 spaces (5½ inches) |

Each make and model of electronic typewriter has its own special features and capabilities. However, there are several common features shared by a number of units that you will use in job situations. Some of these key features are described below.

Electronic typewriters have the ability to position paper quickly and accurately. This saves operator time. It also lines the paper up so that the machine's margins and tabulator stops can be set under program control.

Margins are set on most units through ~~programmed~~ ^{programmed} entries made through the keyboard, often with the aid of special control keys.

Most electronic typewriters have some memory capability. At the very least, this memory supports the ability to make corrections rapidly. Some memories are large enough so that documents can be stored for retyping.

Corrections are made through lifting incorrect impressions off the page and typing the corrections on clean paper.

Tabulator stops can be set electronically.

This is a partial description of the features of most electronic typewriters. This description will be continued in your next practice exercise.

ASSIGNMENT 1-3

Your Job: Type the text below, including the marked errors. This text continues the explanation of the features of an electronic typewriter, which started in Assignment 1-2. As you type this copy correct the errors. Also correct any errors you make accidentally. Your job is to produce a clean, correct document.

Use today's date. The memo is to you. Start typing the text three lines beneath the last entry of the memo heading. Single-space the copy and start all lines at the left margin. Double-space between paragraphs.

Check your work carefully. Turn in a neat, correctly typed document.

Materials: Workpaper 1-3

Settings: Pitch: 12
Typing Element: 12 pitch
Left Margin: 18 spaces
(1½ inches)
Right Margin: 18 spaces
(1½ inches)
Line Width: 66 spaces
(5½ inches)

The memo in Assignment 1-2 described some of the key features of electronic typewriters. There are additional, important typing features you should know about. These are described below.

Lines to be centered on this page can be positioned with an assist from electronic programs.

Indented lines and paragraphs within the text can be positioned automatically under control of electronic programs.

Statistical typing involving columns of numbers can be streamlined on electronic typewriters. Tabulator stops are set at a decimal position. The operator then indicates the number of places to the left of the decimal point in each number to be typed. The carriage tabulates to the right position.

Some electronic typewriters have the capacity to store files of information.

Some electronic typewriters can be used in communication systems. They transmit and receive information from computers or other word processing stations.

SETTING TAB STOPS

On most electronic typewriters, keyboard entries are used to set tab stops just like they are for setting margins. Usually, both margins and tab stops are set at the same time. A *Code* key is involved in setting the tabs.

On some machines, you first set the margins by entering a control letter. Then you enter the number of spaces from the margin for the tab stops.

On other machines, you use the space bar to move the element to the actual position where you want the tab stop. Then you use the *Code* key and a control letter to set a tab stop. This process is repeated for each tab stop.

Different models of equipment have different methods for setting tab stops. Read the operator's manual to find out how they are set on your machine. Also, check how tab stops are removed. Practice setting and removing tab stops a few times before going on to your next assignment.

ASSIGNMENT 1-4

Your Job: On plain paper, type the tabulated text below. Single-space the copy. Leave a top margin of 1 inch. Type your name and the date at the left margin. Then index or space 3 lines and start typing the exercise. As you type, be sure to correct any errors.

Materials: Plain typing paper.

Settings:

| | |
|-----------------|--------------------------|
| Pitch: | 10 |
| Typing Element: | 10 pitch |
| Left Margin: | 15 spaces (1½ inches) |
| Right Margin: | 15 spaces (1½ inches) |
| Line Width: | 55 spaces (5½ inches) |
| Tabs: | 5, 10, 15, 20 |

Arizona

Phoenix

Ross Distribution Services
Fred P. Ross
602 734-1902

Tucson

Alberson Company, Inc.
Helene B. Sykes
602 331-4995

Yuma

Crestview Products
William A. Jennings
602 543-2201

Alaska

Anchorage

All-Points Service and Supply Company
Karl Bowen
907 122-5581

Fairbanks

All-Points Service and Supply Company
Thomas Carpenter
907 239-5047

INDENTING BLOCKS OF COPY

Occasionally, entire blocks or paragraphs of copy are indented to call attention to the material or for special effects. Certain types of letters use indented paragraph blocks. Also, when more than two sentences are quoted within a document, the quoted copy should be indented.

On an ordinary typewriter, you would tabulate each line of the indented block. But on an electronic typewriter, tabulation is faster and far more convenient. You can enter a single command that will direct the machine to handle block indents automatically.

On most electronic typewriters, the block indent is entered by holding down the *Code* key and, at the same time, touching the *Tab* key. Everything you type after this will be indented automatically to the position of your tab stop. For example, to type the indented paragraphs in the next assignment, you set up a tab stop 5 spaces from the left margin. After that you depress the

Code and the *Tab* keys at the same time. Everything you type from then on will be indented automatically.

To remove the indent block command, either depress the *Return* key twice or the *Code* and *Return* keys, depending upon the electronic typewriter you are using. The machine will then return automatically to the regular margin setting.

Check the operator's manual for your particular machine to see how you should handle block indents. Then use this technique to complete Assignment 1-5. Note that the text has two levels of indentation and that you will have to set your tab stops at 5 and 9 spaces from the left margin. Notice also that the notations for machine settings have been abbreviated more than for the previous assignments. Thus, *P* indicates *pitch*; *TE*, *typing element*; *LM*, *left margin*; *T*, *tab stop*; etc.

ASSIGNMENT 1-5

- Your Job:** Type the text that follows. Tabulate indentions given in the settings. Correct any errors. Leave a 1-inch top margin. Type your name and the date at the left margin. Then index or space down 3 lines and start typing the copy in single spacing.
- Materials:** Plain typing paper.
- Settings:**
- P: 12
 - TE: 12 pitch
 - LM: 18 spaces
(1½ inches)
 - RM: 18 spaces
(1½ inches)
 - LW: 66 spaces
(5½ inches)
 - T: 5, 9

Traditionally, the secretary has performed a combination of both administrative and productive tasks. Many secretaries have found a great deal of satisfaction in their work because of the variety of tasks and the personal contact with document originators. An advantage has been that the document originator can communicate easily and quickly with the "producer" of the work and receive quick responses to needs or requests.

But there are disadvantages to this type of office operation. Among these disadvantages are the following:

1. It is very costly because the secretary may spend a great deal of time waiting for work.
2. The secretary is often interrupted from a job and asked to do another one. It can be a problem deciding which job takes precedence.
3. There are periods when the workload is very heavy and other times when there is either very little or no work at all.
4. The secretary is dependent upon the document originator for tasks and for job satisfaction.

Today, with the automation of repetitive office tasks, the entire aspect of the office worker's job has changed with the following results:

1. Office productivity has increased because the word processing operator receives a constant flow of work.
2. Balanced workloads are achieved.
3. The word processing operator has new opportunities, challenges, and satisfactions as a specialist rather than a generalist.

Memorandum

DATE:

TO:

FROM:

SUBJECT:

Name _____ wam _____

WORKPAPER 1-1

Memorandum

DATE:

TO:

FROM: Word Processing Supervisor

SUBJECT: Functions of Electronic Typewriters--Part I

Name _____ Score _____

WORKPAPER 1-2

Memorandum

DATE:

TO:

FROM: Word Processing Supervisor

SUBJECT: Functions of Electronic Typewriters--Part II

Name _____ Score _____

WORKPAPER 1-3

2

FORMATS AND STYLES

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Recognize and name the parts of a business letter.
 2. Know how to place a letter attractively on a letterhead.
 3. Recognize and correctly type letters in the four standard letter formats: *full-block*, *modified block*, *semiblock* (also called modified block with indented paragraphs), and *AMS simplified*.
 4. Use the “soft” hyphen and “soft” carrier return to control line endings and create nonragged (even) right margins.
 5. Use the correct punctuation style for the four standard letter formats.
 6. Address envelopes in the correct format and style.
 7. Type memos in the correct format.
-

YOUR LEARNING JOB

A word processing operator is responsible for preparing business documents of high quality. In particular, the word processing operator must be able to produce letters suitable for mailing. To meet this job requirement, you must be familiar with the basic formats and styles of business letters, memos, and envelopes. In this unit, you will apply the skills of electronic typing you acquired in the last unit in preparing basic letter and memo formats.

PARTS OF A BUSINESS LETTER

A business letter has standard parts. Each part has a specific purpose and is placed in a particular order. Without this structure, it would be difficult to handle large volumes of correspondence in an office. Standard or basic formats make possible the quick preparation of letters and memos.

In addition, the standard business letter can be proofread and checked easily to determine whether placement and sequence of the letter's

parts are correct and if anything essential has been omitted. Thus, standards for business letters help assure the quality of finished documents.

Because much of your job as a secretary will be to prepare mailable letters (that is, letters of quality appearance), you must know the parts of a business letter. As you read this review of the standard parts of a business letter, refer to the letter in Figure 2-1. Each numbered paragraph matches a circled number in the illustrated letter.

① **Letterhead.** The printed heading, including the sender's name and address, is known as the letterhead. The letterhead is also the entire sheet of stationery used for writing letters. Most business letterheads in the United States are the same size as standard typing paper; that is, 8½ by 11 inches or 21.5 by 27.94 centimeters.

② **Company logo.** The logo is the designed imprint of the company's name, address, and telephone number. Letterheads with imprinted logos are generally used for all correspondence.

Career Guidance Consultants

1904 Bloomington Avenue
Cincinnati, Ohio 54201

①

②

③ January 22, 19--

④ CONFIDENTIAL

⑤ Apex Manufacturing Company
101 Industrial Way
Cincinnati, OH 54203

⑥ ATTENTION PERSONNEL DIRECTOR

⑦ Greetings:

⑧ SUBJECT: TRAINING FOR CORRESPONDENCE SECRETARIES

Thank you for your inquiry.

⑨ A brochure describing our services for the training of correspondence secretaries is enclosed. As you will note, we have complete programs of tests to assess the qualifications of persons admitted to the program. These tests screen candidates for their ability to type, to use language correctly, and to understand spoken instructions. The tests could be administered to persons who are now employed by your company or to persons recruited for your consideration by our agency.

Training programs can be conducted in your offices or in our training center.

We hope that this information is of value to you and that we may be of service to you.

⑩ Sincerely,

Gertrude Pulaski

⑪ Gertrude Pulaski

⑫ Staff Consultant

⑬ bk

⑭ Enclosure

⑮ cc: Sally Gomez, Director of Instruction

⑯ bcc: H. Arkadian, Director, Career Guidance Institute

⑰ We are starting a new training program at our facilities next week. We would be pleased to have you visit and observe our methods.

Figure 2-1 Parts of a business letter.

③ **Date.** The current date is typed at the top of each letter. A general rule is that the date is typed 14 lines from the top edge of the letterhead. If the design of the logo makes this impossible, the date is typed 2 or 3 lines below the logo.

④ **Addressee or Mailing notation.** An addressee notation conveys a special instruction to those who receive the letter. For example, attorneys, bankers, or doctors sometimes use an addressee notation such as *Confidential*, *Personal*, or *Private*. This indicates that the content of the letter is intended only for the addressee. A mailing notation gives directions (and later serves as a record) on how the letter is to be sent, for example, *Special Delivery* or *Registered*, and so forth. Keep in mind that an addressee or mailing notation is *rarely* used in business correspondence and then only for special purposes. It is typed 2 lines beneath the date.

⑤ **Inside address.** The inside address consists of the name and mailing address of the person or company receiving the letter. The first line contains the name and, possibly, the title of the person. If the title is too long to fit on the same line as the name, it is placed on the next line. The line after either the name or title is used for the organization or company name. The next line contains the street address. There may also be a separate line to identify the address further. For example, the address might include a specific room or suite number. This goes on a separate line. The final line of the inside address gives the city, state, and ZIP code number. The inside address is typed from 2 to 10 lines under the date or special notation line, depending upon the length of the letter.

⑥ **Attention line.** The attention line directs the letter to a specific person. Often, such a line is used when the letter should be addressed to a company (rather than a person) for legal or policy reasons. Yet, the writer wants the letter to go to a specific person within the company. When used, the attention line is typed at the left margin 2 lines beneath the inside address and 2 lines above the salutation. Either of the following styles is acceptable:

ATTENTION MARKETING MANAGER

Attention: Marketing Manager

⑦ **Salutation.** The salutation is a greeting from the sender of a letter to its recipient. Usually, the salutation begins with the word *Dear*. A salutation may be formal or informal. A formal salutation uses an abbreviation of the title and last name of the person addressed, as in *Dear Mr. O'Brien* or *Dear Ms. Gomez*. If a letter is addressed to a company, even though there is an attention line, a general salutation, such as *Gentlemen*, is used. If this is not appropriate because the letter is addressed to the attention of a woman, a general salutation such as *Greetings* or *Dear Customer* may be used, if appropriate. When the addressee is known to the writer, an informal salutation, using the addressee's first name, may be preferred, as in *Dear Joe* or *Hi, Sue*. The salutation begins at the left margin, 2 lines beneath the inside address or attention line.

⑧ **Subject line.** The subject line identifies the topic or main idea of a letter. The subject line is placed 2 lines below the salutation and 2 lines above the body of the letter. In the modified block or semiblock letter format, it may be centered on the page. But in full-block or AMS format, it must be typed at the left margin. The words *SUBJECT* or *RE* (for "regarding"—what the letter is about) may be used. Neither is essential, however, because the placement of the information below the salutation indicates that it is the subject of the letter.

Acceptable styles for the subject line are the following:

Dear Mr. Blake:

SUBJECT: ACCOUNT NO. 128

Dear Mr. Blake:

Re: Account No. 128

Dear Mr. Blake:

Account No. 128

⑨ **Body.** The body of the letter consists of the one or more paragraphs that carry the message to the reader. The body begins 2 lines beneath the salutation or subject line. Usually, the body is single-spaced, with double spacing between paragraphs. In full-block or modified block letter formats (see Figures 2-5 and 2-6), paragraphs begin at the left margin. In semiblock format (see Figure 2-7), the first lines of paragraphs are indented. For very short letters, the body of the letter is double-spaced and the first line of each paragraph is indented.

⑩ **Complimentary closing.** The complimentary closing announces that the message is complete. The complimentary closing is typed 2 lines below the last line of the body of the letter. It may be formal or informal as in the examples below:

| Informal | Formal |
|------------------|-----------|
| Yours very truly | Sincerely |
| Very truly yours | Cordially |

⑪ **Signature line.** The signature line presents the complete name of the sender of the letter in easily readable form. It is necessary because many written signatures are hard to read. The signature line must be far enough beneath the complimentary closing to leave room for the sender to write his or her name. The number of spaces between can vary. But there should be a minimum of 3. If there is enough room on the letterhead, the signature line is typed 4 lines beneath the complimentary closing.

⑫ **Official title.** A notation about the official title of the sender of the letter is advisable. If the title consists of one short word, it may be typed at the end of the signature line. If the title is longer, it should be typed 1 line below the signature line.

⑬ **Typist's initials.** The typist's or word processing operator's initials should be placed on each letter. This makes it possible to call upon the same individual to answer questions or to handle additional correspondence on the same subject. The typist's initials should be placed 2 lines below the signature line or official title. With some equipment, the operator also adds a numeric code next to the initials to give the storage location of the document. This code can later be erased before the document is finally printed.

⑭ **Enclosure notation.** When an enclosure is sent with the letter, an enclosure notation is used. If used, the notation is typed at the margin 1 or 2 lines beneath the typist's initials. The notation may be typed in all-capital letters or in capitals and lowercase.

Single Enclosure

Enc.

Encl.

Enclosure

Enclosure: Contract

ENC.

ENCL.

Multiple Enclosures

Encs.

Encls.

Enclosures

Enclosures: Release Form, Contract

ENCLOSURES: 4

Enclosures (4)

⑮ **Copy notation.** A copy notation (also known as a carbon copy notation) can be used for carbon copies or for copies made on an off-copying machine. Its purpose is to let the recipient know that other people are receiving the same information. The copy notation is placed in the margin 1 or 2 lines beneath the enclosure notation or the typist's initials. It may be typed in one of the following ways:

c: Roger Morgan

cc: Roger Morgan

CC: Roger Morgan

Copy to Roger Morgan

Note: A single c stands for a copy made by copier or duplicating machine.

⑩ **Blind copy notation.** Sometimes the originator of a letter wants copies to go to one or more persons without letting the person receiving the letter (addressee) know. A bcc notation covers this situation. The bcc notation is typed 2 lines under the last reference or in the upper left corner. It is *not* typed on the original copy to the addressee.

⑪ **Postscript (P.S.).** A postscript, or P.S., is a message added at the end of a letter. Often, this message is something the sender forgot to say. Sometimes, a postscript is used to give special emphasis to a brief message. A postscript is typed 2 lines below the last item that it follows. This position identifies the addition as a postscript; therefore, the letters *P.S.* may be omitted.

ASSIGNMENT 2-1

Your Job:

Type the letter shown in Figure 2-1 on Workpaper 2-1. Note that all typing lines start at the left margin. Place the date 2 lines beneath the logo. You can complete the typing of this letter with the electronic typing skills you have already acquired. When you finish typing the letter, read it over carefully *while it is still in the typewriter* and *correct any mistakes* you find.

Materials:

Workpaper 2-1.

Settings:

P: 12 TE: 12 LM: 18 RM: 18 LW: 66

PLACEMENT OF A LETTER ON A LETTERHEAD

A letter is mailable if it is *free of errors* and has a neat and balanced appearance. The parts of the letter should be attractively positioned. A short letter, for example, should not be squeezed into the upper portion of the letterhead. The letter's message should be easy to find and easy to read.

The chart in Figure 2-2 is a guide to help you determine how letters should be placed. With practice, you should be able to estimate the length of a letter typed from rough draft or handwritten copy. With this estimate you can place the letter attractively on a letterhead. As you acquire a feel for placement, you will not have to refer to the chart.

Letters can be adjusted either horizontally or vertically. Horizontally, the line width can be shortened or lengthened. Vertically, the number of lines between the date and the inside address can be increased or decreased. In very short letters, the date line can be lowered.

Two-Page or Multiple-Page Letters

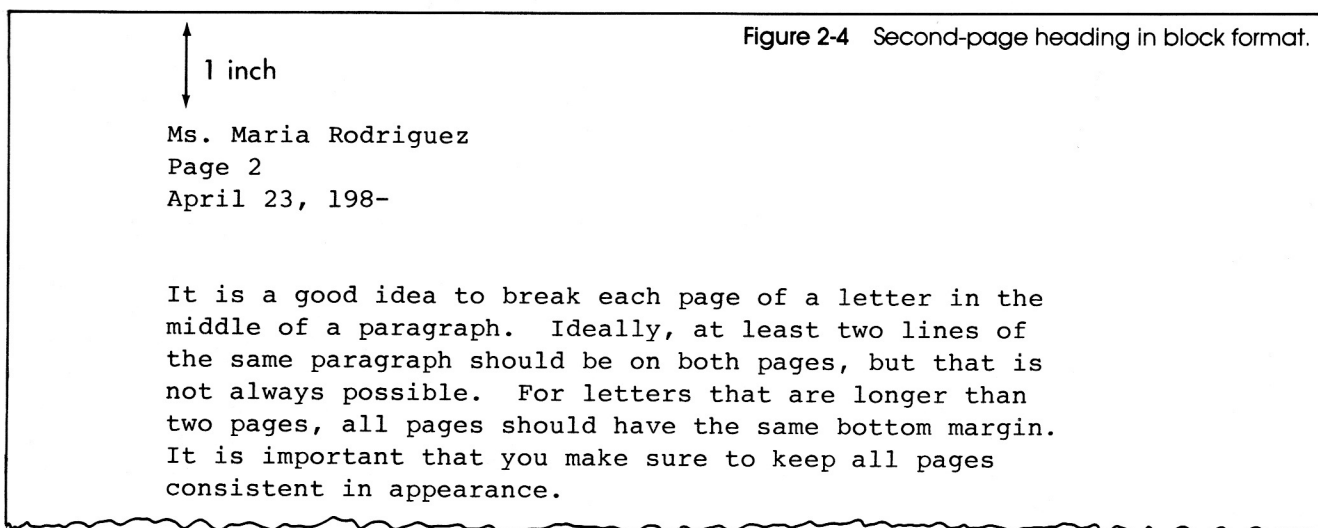
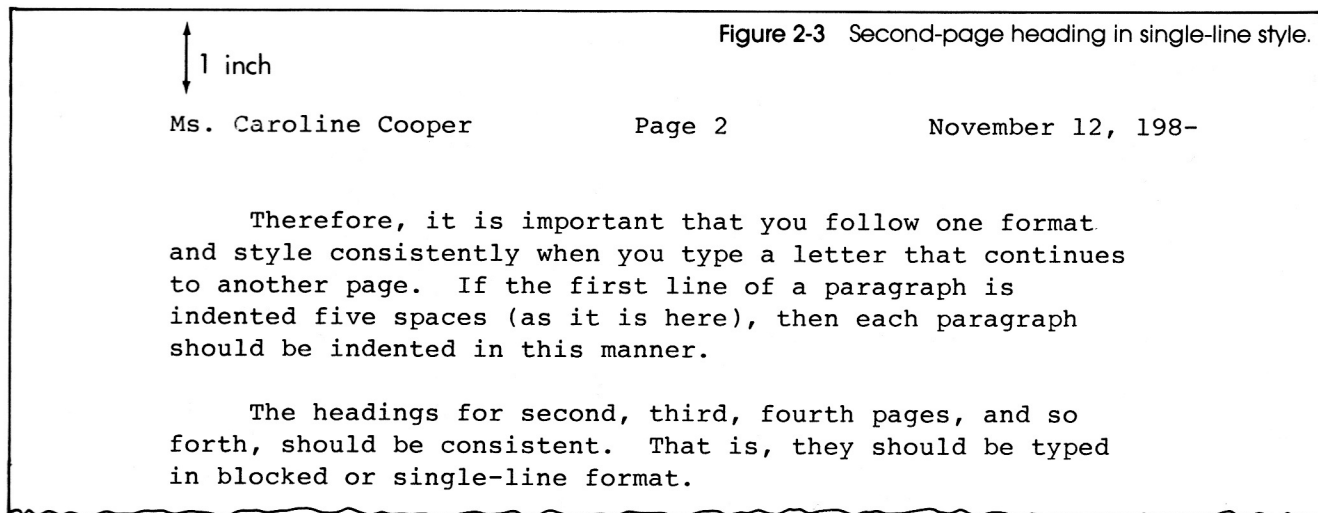
Sometimes a letter cannot be finished on a single page. One or more additional pages may be needed. Some companies use special letterheads for second sheets. Others use plain paper. Generally, when the body of a letter has over 300 words, it should be carried over to another page. The chart in Figure 2-2 indicates line lengths and spacing for multiple-page letters.

Each additional page should be headed with: (1) the name of the addressee, (2) the page number, and (3) the date. This heading can be typed either in block format (at the left margin in 3 lines) or across the top of the page in a single line. See Figures 2-3 and 2-4 on the next page.

LETTER PLACEMENT CHART

| Letter Classification | Number of Words | Line Length Inches | Line Length Spaces (Pica) | Left Margins (Pica) | Right Margins (Pica) | Line Length Spaces (Elite) | Left Margins (Elite) | Right Margins (Elite) | Lines (Date to Address) |
|-----------------------|-----------------|--------------------|---------------------------|---------------------|----------------------|----------------------------|----------------------|-----------------------|-------------------------|
| Short | under 100 | 5 | 50 | 20 | 15 | 60 | 24 | 18 | 8-10 |
| Medium | 100-200 | 5½ | 55 | 15 | 15 | 66 | 18 | 18 | 5-8 |
| Long | 200-300 | 6 | 60 | 15 | 10 | 72 | 18 | 12 | 3-5 |
| Two-page | over 300 | 6 | 60 | 15 | 10 | 72 | 18 | 12 | 2-4 |

Figure 2-2 Letter placement chart.



FULL-BLOCK FORMAT

In addition to having standard parts, letters are typed in standard formats. Every company usually selects a standard letter format and style that it follows.

The easiest letter format to type is the *full-block* (see Figure 2-5). It is easiest because all the parts of the letter start at the left margin. Thus, the typist does not have to indent or tabulate any part of the letter.

Note that, as shown in Figure 2-5, open punctuation is recommended for letters in full-block format. Open punctuation means that *no* punctuation marks are used after the salutation or the complimentary closing.

Mixed punctuation style may also be used in a full-block format. In this case, a colon is placed after the salutation and a comma after the complimentary closing.

ASSIGNMENT 2-2

Your Job:

Type the letter shown in Figure 2-5 on Workpaper 2-2. Note that all typing lines start at the left margin.

Copy the letter exactly. Notice that all full lines end within 5 spaces of each other. To achieve this, you will have to control the line endings yourself rather than leave them to the machine. You will have to enter "soft" hyphens and "soft" carriage returns.

Produce a finished, mailable letter. Proofread the letter and correct any errors before removing the letter from the typewriter.

Materials:

Workpaper 2-2

Settings:

P: 10 LM: 15 RM: 15 LW: 55



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

April 23, 198-

Ms. Ruth Gillis
Garvey Business College
316 East Madison Avenue
Belleville, IL 62220

Dear Ms. Gillis

This letter is typed in full-block format. The chief feature of this format is that each line begins at the left margin.

This format is popular because it is the easiest and quickest format to follow in producing letters. Many corporations use the full-block style as their standard letter format.

With the full-block format, the open punctuation style is recommended. With open punctuation, no punctuation mark is placed after the salutation or complimentary closing.

Very truly yours



Monroe P. Bundy, Jr.
Correspondence Consultant

aw

Figure 2-5 Full-block format.

ASSIGNMENT 2-3

- Your Job:** Type the letter below in full-block format with open punctuation. Start the date 3 lines below the company logo. Again, for line endings, use the "soft" return and "soft" hyphen features of your machine.
This letter will be signed by Susan Berkowitz, Sales Manager. Read the letter to determine whether other notations are necessary. Type the complimentary closing. Produce a finished, mailable letter. Then read the letter carefully and correct any errors before you remove it from your typewriter.
- Materials:** Workpaper 2-3
- Settings:** P: 12 LM: 18 RM: 18 LW: 66

Ms. Juanita Sanchez
Supervisor, Word Processing
Superior Manufacturing Company
123 Johnson Street
Dover, DE 19903

Dear Ms. Sanchez

Thank you for your inquiry about ElectroSpeed word processing equipment. A brochure describing ElectroSpeed equipment is enclosed. As you can see, we are able to offer you a choice of two separate models of this equipment—the 101 and the 201.

The ElectroSpeed 101 has a one-line memory. All keystrokes are entered by the operator into the memory, which is erased when the carrier-return key is pressed. The memory provides automatic backspace-erase capabilities as long as the operator works on the typing line retained in memory. The memory can also be used to set up correction procedures elsewhere in a document.

The ElectroSpeed 201 has a 1,500-character memory, enough to retain a full typed page. So this unit can be used for some power typing applications. Of course, the memory of the 201 also supports the backspace-erase capabilities for error correction.

In a few days, after you have had a chance to review the enclosed brochure, I will call to offer you a demonstration of ElectroSpeed equipment.

Thank you again for your inquiry.

ASSIGNMENT 2-4

- Your Job:** Type the letter below in full-block format with open punctuation. Type the date 3 lines below the logo. Make sure to leave enough space between the date and the inside address so the letter will be attractive. Start all typing lines at the left margin. Don't forget to put your initials in the proper position.
Produce a finished, mailable letter. Correct all errors.
- Materials:** Workpaper 2-4
- Settings:** P: 12 LM: 18 RM: 18 LW: 66

Ms. Juanita Sanchez
Supervisor, Word Processing
Superior Manufacturing Company
123 Johnson Street
Dover, DE 19903

Dear Ms. Sanchez

Thank you for calling to arrange a demonstration of ElectroSpeed word processing equipment. This letter will confirm the appointment we made in our telephone conversation.

We will expect you and two of your lead operators at our showroom next Tuesday at 2 p.m. Both models of ElectroSpeed word processors will be available for inspection, and we will present full demonstrations of the features and applications of these units. Then you and your staff will have an opportunity to use the equipment.

Feel free to bring examples of your own word processing jobs. Run these on the ElectroSpeed equipment. Our confidence in the superior quality of our product is so strong that we welcome the comparison between ElectroSpeed units and the equipment you are presently using.

Sincerely yours

Susan Berkowitz
Sales Manager

MODIFIED BLOCK FORMAT

In the *modified block* format (see Figure 2-6), the date, complimentary closing, signature, and official title lines are indented to the middle of the letterhead. Many people prefer its balanced appearance. This is a matter of taste and individual choice. Note that mixed punctuation is recommended for letters in modified block format.

To set tab stops for the indented lines in modified block format, begin by figuring out the

center point in the page. To do this, simply divide the line width by two. For example, assume the line width is 5 inches. With 10-pitch type, the line width is 50 spaces. Half of 50 is 25. So the tab stop should be set 25 spaces from the left margin. With 12-pitch type, there are 60 characters in a line that is 5 inches wide. Dividing by two gives you a midpoint of 30. The tab stop would be set 30 spaces from the left margin.

ASSIGNMENT 2-5

Your Job: Type the modified block format letter exactly as shown in Figure 2-6 on Workpaper 2-5. To do this, you will have to use carriage returns and hyphens to control line endings.
Produce a finished, mailable letter. Correct all errors.

Materials: Workpaper 2-5

Settings: P: 10 LM: 15 RM: 15 LW: 55 T: 27

ASSIGNMENT 2-6

Your Job: Type the letter below in modified block format with mixed punctuation. Send this letter to Dr. Werner Schmidt, Director, Nelson Geophysics Laboratory, 1500 Fennimore Boulevard, Wilmington, DE 19954. This letter will be signed by Francis Reilly, President.
Produce a finished, mailable letter. Correct all errors.

Materials: Workpaper 2-6

Settings: P: 10 LM: 20 RM: 15 LW: 50 T: 25

Dear Dr. Schmidt:

YOUR ORDER NO. 86-06-144

As you requested, this is an acknowledgment of your order for five ElectroSpeed Model 501 word processing systems.

We are able to deliver the equipment with all of the options and to meet all of the specifications in your purchase order.

Delivery will be made on time. Our sales manager, Susan Berkowitz, will be in touch immediately with your word processing supervisor about specifics of installation and operator training.

Thank you for your order.



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

December 10, 198-

Mr. Albert Zahn
Calhoun Business College
2940 East Main Street
Charlotte, NC 28202

Dear Mr. Zahn:

This letter is typed in modified block format. With this format, the date, complimentary closing, signature line, and sender's title are indented to the center of the page. For example, a tab stop 27 spaces from the left margin is used for this letter.

With the modified block format, the mixed punctuation style is recommended. With mixed punctuation, a colon is placed after the salutation and a comma is used after the complimentary closing.

The modified block format is popular in many offices because the indented lines give the letter a more balanced appearance.

Very truly yours,

Monroe P. Bundy, Jr.
Correspondence Consultant

aw

ASSIGNMENT 2-7

- Your Job:** Type the letter below in modified block style with mixed punctuation. Use today's date. Send this letter to Ms. Harriet Le May, Supervisor, Word Processing, Nelson Geophysics Laboratory, 1500 Fennimore Boulevard, Wilmington, DE 19954. Correct all errors. Use "soft" returns and "soft" hyphens to control line endings. Don't forget to put in your initials. This letter will be signed by Susan Berkowitz, Sales Manager. Produce a finished, mailable letter.
- Materials:** Workpaper 2-7
- Settings:** P: 12 LM: 18 RM: 18 LW: 66 T: 33

INSTALLATION AND TRAINING FOR ELECTRO SPEED 501 SYSTEMS

Confirming arrangements made by phone, your two ElectroSpeed 501 systems will be delivered to your offices next Wednesday. Our customer service engineers will be at your offices next Thursday to connect the equipment and complete installation service.

As agreed, you or a member of your staff will be on hand Wednesday to show the driver and helper where to place the equipment. You will have a dedicated 20-watt, 110-volt, AC electric line available for each machine.

In connection with the installation of your equipment, we will expect four of your operators at our customer service center next Tuesday. They will be given basic instruction in ElectroSpeed operation at that time.

One of our systems specialists will visit your office next Friday to assist your operators in applying the ElectroSpeed equipment to your own particular needs.

SEMIBLOCK FORMAT

The *semiblock* format is similar to the modified block. The date, complimentary closing, signature, and official title lines are indented to the middle of the page. But, in addition, the first line of each paragraph is indented five or more spaces. The example in Figure 2-7 uses the mixed punctuation style.

To prepare letters in semiblock format, two tab stops are required. Check the operator's manual for your electronic typewriter. Make sure you know how to set up your machine for multiple tab stops.

ASSIGNMENT 2-8

- Your Job:** Type the semiblock letter exactly as shown in Figure 2-7 on Workpaper 2-8. Correct errors as you are typing. Also, read the letter before removing it from your machine and correct any mistakes you find. Control line endings by using "soft" returns and "soft" hyphens. Produce a finished, mailable letter.

Materials:
Workpaper 2-8

Settings:
P: 10 LM: 15 RM: 10 LW: 60 T: 5, 30

November 12, 198-

Ms. Caroline Cooper
Oak School of Business
301 Oak Road
Newark, NJ 07107

Dear Ms. Cooper:

This letter is typed in semiblock format, a variable of the modified block format. As is true in the modified block format, in the semiblock format, the date, complimentary closing, signature line, and sender's title are indented to the center of the page. For example, a tab stop 30 spaces from the left margin is used for this letter.

The single, major difference between the modified block and the semiblock formats is that the first lines of paragraphs are indented in the semiblock. In this letter, the first lines of paragraphs are indented five spaces from the left margin.

Mixed punctuation is recommended with the semiblock format, just as is the case with the modified block format. With mixed punctuation, a colon is placed after the salutation and a comma is used after the complimentary closing.

The semiblock format has the same advantage of balanced appearance as the modified block.

Very truly yours,



Monroe P. Bundy, Jr.
Correspondence Consultant

aw

 ASSIGNMENT 2-9

Your Job: Type the letter below in semiblock format with mixed punctuation. Correct all errors. Control line endings. Don't forget the date and your initials. Produce a finished, mailable letter.

Materials: Workpaper 2-9

Settings: P: 12 LM: 18 RM: 18 LW: 66 T: 5, 33

Mr. Arnold Beauchamp *Creative Director*
 ConTempArt, Inc.
 432 Washington Blvd. *Avenue*
 Wilmington, DE 19812

Dear Arnold

I would like to summarize for you
 As promised, ~~this will be a summary of~~ the main advantages of ElectroSpeed word processing equipment. These are the points that we believe will influence purchasing decisions by prospective customers. Therefore, these ~~elements~~ *product features* should be stressed in our advertising.

Electronic typing is one of the ~~main~~ *primary* techniques that companies can use to overcome the shortage of qualified typists, secretaries, and word processing operators. ~~At the present time,~~ *At the present time,* this shortage of qualified persons runs into the hundreds of thousands. With electronic typewriters, ~~your present employees will~~ *available personnel* produce more work.

Electronic typewriters do not cost much more than the ~~single-~~ *ordinary* element electric typewriters. But electronic units produce far more work.

The cost of correcting errors ~~is~~ *in typewritten documents* extremely high. All business executives ~~are aware of~~ *are aware of* this problem. The cost of error correction is greatly reduced by ~~electronic~~ *electronic* typing.

Electronic typewriters are a means of recognizing the ~~contribution~~ *value and* of office workers. Purchase of these units improves employee morale.

These are the main points. Feel free to call and discuss this information with me. We will look forward to seeing the advertising copy and layouts.

Sincerely yours

Karl Heyworth
 Marketing Director

AMS SIMPLIFIED FORMAT

The *AMS simplified* format was developed by the Administrative Management Society. This format highlights the content in the body of the letter. Each topic or key statement is typed as a separate paragraph. This letter style is similar to the correspondence format and style used by the Armed Forces. However, the latter has numbered paragraphs, which make it easier to refer back to content when responding.

The most important difference of this format is that the salutation and complimentary closing are omitted. Instead, a subject line, in all-capital letters, is typed two lines beneath the inside address and two lines above the body of the letter. This line—as well as the date, the inside address, the body of the letter, and the signature line—begins at the left margin.

If paragraphs are numbered, the entire paragraph, except for the number, is indented five spaces from the left margin. Figure 2-8 is an example of AMS simplified style.

In Unit 1, you learned how fast and easy it is to type indented copy with an electronic typewriter. A single command directs the machine to handle block indents automatically. On most electronic typewriters, the block indent command is entered by holding down the *Code* key and touching the *Tab* key at the same time. Thus, in preparing to type an AMS format letter, the tab stop would be set five spaces from the left margin. In typing a numbered paragraph in the body of a letter, the number would be typed at the left margin. After that, depressing the *Code* and *Tab* keys at the same time causes everything that is typed to be indented automatically. Then, by entering either two *Returns* or a *Code* and *Return*, the block indent command is removed. The machine returns automatically to the regular margin setting.

Review the method for doing block indents and use this technique to complete Assignment 2-10.

ASSIGNMENT 2-10

| | |
|-------------------|--|
| Your Job: | Type the letter shown in Figure 2-8 in the AMS simplified format. Correct any errors before removing the letter from your typewriter. Also control your right margin by using “soft” returns and “soft” hyphens. Produce a finished, mailable letter. |
| Materials: | Workpaper 2-10 |
| Settings: | P: 10 LM: 15 RM: 10 LW: 60 T: 5 |



January 3, 198-

Ms. Jane Yakamura
Golden State Business College
101 East First Street
Anaheim, CA 92803

AMS SIMPLIFIED FORMAT FOR LETTERS

This is an example, Ms. Yakamura, of the simplified format developed by the Administrative Management Society. This format varies from other formats in the following ways:

1. The salutation is omitted.
2. A subject line, in all capitals, is typed three lines below the inside address and three lines above the body of the letter.
3. There is a double space between paragraphs.
4. All paragraphs begin at the left margin.
5. The paragraphs can be numbered. The numbers are placed at the margin and the entire paragraph is indented as shown here.
6. There is no complimentary closing. Instead, the sender's name and title are typed, in capital letters and on the same line, three or four lines below the body of the letter. The combined signature and title line begins at the left margin.
7. The typist's initials are placed two lines beneath the signature line at the left margin.

The simplified format is very readable. And, for the typist, it reduces keystroking.



MONROE P. BUNDY, JR., CORRESPONDENCE CONSULTANT

aw

ASSIGNMENT 2-11

Your Job: Type the following letter in AMS simplified format. Correct all errors. Control your right margin with "soft" returns and "soft" hyphens.

Materials: Workpaper 2-11

Settings: P: 12 LM: 18 RM: 18 LW: 66 T: 5

Ms. Gretchen Sullivan
Quality Personnel Agency
853 Main Street
Dover, DE 19903

QUALIFICATIONS FOR WORD PROCESSING OPERATORS

Our company is interested in identifying qualified and entry-level operators for positions as word processing operators. These operators will use ElectroSpeed equipment, which our company distributes. Some individuals may be employed directly by our organization while others would be placed within the organizations of customers who purchase ElectroSpeed equipment. The qualifications we expect are summarized in the statements below:

1. All candidates for positions as word processing operators must be able to type at least 50 words per minute. It is our understanding that you will administer standard typing tests and certify that candidates you send for interviews meet this qualification.
2. Candidates must be able to use single-element electric typewriters. We will provide training on word processing equipment.
3. Candidates must demonstrate proficiency in the use of the English language. Skills must include spelling, grammar, sentence formation, paragraphing, and proofreading.
4. We are an equal opportunity employer, as are the companies to which any of your candidates would be referred. Any qualified candidates are invited to telephone me for a screening interview.

ROBERT KOURI, DIRECTOR OF CUSTOMER SERVICES

ENVELOPES

Most business letters are mailed in the standard number 10 envelope. It measures $9\frac{1}{2}$ by $4\frac{1}{8}$ inches, or 24.7 by 10 cm. An $8\frac{1}{2}$ x 11-inch letter-head that has been folded twice (into three parts) fits easily into this size of envelope.

The correct position of the address is shown in Figure 2-9. The address is typed 14 lines from the top edge and 4 inches from the left edge of the envelope.

Envelope typing can be speeded up on an electronic typewriter. If you have several letters to prepare, first finish the letters and then type all the envelopes at once. Set a stop for a 4-inch indent (48 spaces on 12 pitch). With 10-pitch type elements, the setting is at 40 spaces. If you have a great many envelopes to address, you can set up a temporary left margin.

ASSIGNMENT 2-12

Your Job:

Address the envelope forms on Workpaper 2-12 in the proper format. Use the address from the letter in Assignment 2-9.

Materials:

Workpaper 2-12

Settings:

P: 12

ASSIGNMENT 2-13

Your Job:

Address the envelope form on Workpaper 2-13 in the proper format for mailing of the letter you typed in completing Assignment 2-11.

Materials:

Workpaper 2-13

Settings:

P: 12

General Pipe Company
500 Union Street
Ann Arbor, MI 48104

Mr. Andrew Hesse
10400 High Vista Trail
Webster, N.Y. 14580

Figure 2-9 No. 10 envelope with correctly positioned address.

THE INTEROFFICE MEMORANDUM

Though *interoffice memos* are seldom seen by people outside a company, they should still be quality documents. Typing should be neat and accurate. (Memos are also called *memorandums* or *memoranda*. Either word is correct as the plural of *memorandum*.)

An example of an interoffice memo is shown in Figure 2-10. This form is printed in plain letters on ordinary typing paper rather than the stationery-quality paper used for most letterheads. Either a full (8½ by 11 inches) or a half page (8½ by 5½ inches) may be used, depending upon the length of the message. Many companies use both sizes. If a company does not have pre-printed memo forms, the *To:*, *From:*, *Date:*, and

Subject: headings are typed on stationery or plain paper with the word *Memo* or *Memorandum* at the top.

The body or the message of the memo begins three to four lines below the last line of the heading. The average-length memo is typed single-spaced in block style. Double-space between paragraphs. When the printed heading words end at the same point, the left margin may be set even with the longest word of the heading. Or, it may be set even with the typed words which are two or three spaces after each heading item. When the printed heading words begin at the same point, the left margin may be set either where the printed words begin or even with the typewritten words.

ASSIGNMENT 2-14

- Your Job:** Retype the memo in Figure 2-10 on Workpaper 2-14. Set tab stops for the headings. Correct errors.
Produce a finished memo.
- Materials:** Workpaper 2-14
- Settings:** P: 12 LM: 18 RM: 12 LW: 72

memorandum

DATE: May 16, 198-

TO: All Account Personnel

FROM: John Sisson, President

RE: Policy for Interoffice Memos

Although interoffice memos are often called an informal type of correspondence, there are some definite policies and procedures that should govern the writing and filing of such documents.

The first policy point is that an interoffice memo is an item of documentary correspondence. As such, a memo may be used for commitments, confirmations, orders, schedule notifications, or for any other legal written commitments entered into by a representative of this company. For example, if the production department commits itself by a memo to have a job ready by a given date, the account executive will use this memo to make a commitment to the client. Thus, the internal memo has triggered a firm commitment by the agency to a client we depend upon for our livelihood. In this sense, the purpose and effect of a memo becomes quite formal.

Interoffice memos should also be used for formal purposes to document all programs or commitments made verbally between account personnel and outside organizations, including clients, media, and vendors. For example, if an account executive receives a phone order from a client to place a magazine advertisement, this verbal order can lead to telephone calls to the magazine to reserve the required space, to the production department to prepare the art work for the ad, and to the media department to write the order for the space. In this situation, the account executive MUST inform all parties, in writing, about the commitments. A memo is the easiest way to do this. The memo should be addressed to all persons in our company who are involved. In addition, particularly if deadlines are tight, it is acceptable to send copies of this memo to the client and to the advertising department of the magazine.

Thus, the interoffice memo becomes more than an informal, internal document. The memo is, rather, an extremely important means of written communication in our business. It should, therefore, be issued and handled with an understanding of and respect for its importance.

ks

cc: Office Manager

ASSIGNMENT 2-15

Your Job: Type the following memo on Workpaper 2-15. This is a two-page memo. Leave a 1-inch margin at the bottom edge of the first page. It is up to you to determine the page break. Then, after you have typed the first page, turn the workpaper over and complete the memo on the reverse side. Type a proper, block-style heading for the beginning of the second page (see Figure 2-4). This second-page heading is not included in the text below. It is up to you to type it correctly. Type the memo single-spaced. Produce a finished memo. Correct any mistakes.

Materials: Workpaper 2-15

Settings: P: 10 LM: 15 RM: 10 LW: 60

Date: Today

To: All Dover Salespeople

From: Susan Berkowitz, Sales Manager

Re: New Product Line: ElectroSpeed Word Processors

Dover Office Equipment has conducted a test^{-marketing} program for the sale of ElectroSpeed word processing equipment for the past ~~few~~^{six} months. This equipment has been^{presented} to prospective companies in selected, test sales territories.

A - a pilot installations
Several ~~programs~~^{pilot} have been completed to provide a base for our systems and service experience. These ^{decide} installations enabled us to ^a whether the ElectroSpeed line is potentially profitable for Dover. In addition, the pilot installations were developed as a customer base. They give us installation sites^{that} can be used as reference^{potential} for other ~~potential~~ customers. To some extent, we can also plan visits ^(to) prospective customers to these sites^(o)

A - Most of you have been aware of this test^{-marketing} program during the past few months. Accordingly, a decision has been made to go ahead with a full-scale marketing program throughout our service area. As of now, you are ~~all~~ authorized sales

I can report now that the program has been successful. Positive results are even better than we had expected.

representatives for ElectroSpeed word processing equipment.

A- Separately, each of you will receive contracts covering your duties and responsibilities in the marketing of ElectroSpeed equipment. Each contract includes a clause under which you agree to hold confidential all technical ^{and private} information you receive from ElectroSpeed company representatives or through Dover Office Equipment channels. This agreement covers the content of all sales and technical manuals you will receive in connection with your work on behalf of ElectroSpeed equipment. Also covered will be the confidential market information provided in connection with your work. In addition, the contract contains a provision under which you agree to return all manuals should you terminate your employment as an ElectroSpeed representative.

A- It is necessary that you think about ^{and act on} the ElectroSpeed contract as soon as possible. We have scheduled the first week of three weeks of training on ElectroSpeed products to begin at our offices ^{on the 27th of next month} in Dover. If you find the ElectroSpeed contract to be unacceptable, please contact me at once.

A- We believe this to be one of the greatest opportunities presented to Dover Office Equipment and its representatives. Management of the company looks forward to sharing this potential with a sales force which we believe to be the best in the middle Atlantic area.

Typist's initials

A When you return the signed copies of your contract, you will receive a packet of materials. These will include product literature, user materials, systems design manuals, and special sales training manuals on the current models of ElectroSpeed equipment.

Career Guidance Consultants

1904 Bloomington Avenue
Cincinnati, Ohio 54201

Name _____ Score _____



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

Name _____ Score _____

WORKPAPER 2-2

dover office machine company, inc.

1894 michaels street
dover, de 19901

Name _____ Score _____

WORKPAPER 2-3

dover office machine company, inc.

1894 michaels street
dover, de 19901

Name _____ Score _____

WORKPAPER 2-4



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

Name _____ Score _____

WORKPAPER 2-5

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

Name _____ Score _____

WORKPAPER 2-7



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

Name _____ Score _____

WORKPAPER 2-8

dover office machine company, inc.

1894 michaels street
dover, de 19901

Name _____ Score _____

WORKPAPER 2-9



INSTITUTE FOR
COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601 Area Code 312 484-3300

Name _____ Score _____

WORKPAPER 2-10

dover office machine company, inc.

1894 michaels street
dover, de 19901

Name _____ Score _____

WORKPAPER 2-11

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

memorandum

TO:

FROM:

DATE:

SUBJECT:

dover office machine company, inc.

1894 michaels street
dover, de 19901

DATE:

TO:

FROM:

SUBJECT:

Name _____ Score _____

WORKPAPER 2-15

3

ADDITIONAL ELECTRONIC TYPING FUNCTIONS

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Center single lines of type on a page.
 2. Underscore words, phrases, or sentences using the automatic underlining feature.
 3. Save text in memory and then print it from memory.
 4. Prepare a series of mailable letters and finished memos from draft texts that require the use of all the functions learned thus far.
-

YOUR LEARNING JOB

In Units 1 and 2, you learned the skills in preparing simple letters on an electronic typewriter. Now you are ready to move on to more complex formats. When typed on a conventional machine, some of these formats (for example, those of announcements, title pages, cover sheets, and tables within letters) take up a lot of the typist's time. The reason is that the typist must count the characters in each line in order to center the lines on the page. In typing tables, the typist must find the longest word or line in each column of the table. Then overall placement of the table must be figured out. On an electronic typewriter all figuring is done automatically by the typewriter. In this unit you will learn centering and saving short text in memory and then printing it out from memory.

CENTERING A LINE

Centered lines of typing are common to many business documents:

- Special announcements or invitations
- Title pages or cover sheets for proposals or reports
- Tables or statistics within letters or reports.

Centering a line can be a bother on a conventional typewriter. You start by finding the center of the page. Then you count the number of characters and spaces in the text to be typed. After that, you divide the character and space count by two. Then you deduct this amount from the space count at the center of the line. Then you use the answer to position your machine for typing. Another method used on conventional

typewriters is to start from the centered position and backspace once for every two characters and/or spaces to be typed.

With an electronic typewriter, however, the process becomes much simpler. Typically, you start by centering the machine's element on the line. Then you enter a coded instruction, such as *Code C* or *Center*. After that, you type the line. But it will not print. Instead, the line will be recorded in memory. When you enter a second coded instruction, the machine will automatically type the line in a centered position.

As you know, coding and function commands differ among electronic typewriters. So carefully check your operator's manual on centering typewritten lines on your particular typewriter.

PRACTICE 3-1

Try centering the following lines:

BULLETIN

You are cordially invited to
a reception for
Dr. and Mrs. William B. Leonards
at the Faculty Club
Wednesday, May 27
4:30 p.m.

USING MEMORY

The electronic typewriter's ability to center lines of text is an extremely useful function. How your machine handles this function depends upon the amount of memory available. Therefore, be sure you know how much memory your electronic typewriter has and how it works. Study this section of your operator's manual carefully so you know how to apply your machine's capabilities to the following assignments.

Most electronic typewriters have controls that can be used in typing out text from memory. Learn how the equipment you are using operates. If this function is available, make sure you understand and can use it to save lines of text and print them from memory.

ASSIGNMENT 3-1

Your Job:

Type this meeting announcement on Workpaper 3-1. Practice on a blank sheet of paper first, setting up the text so that it is spaced evenly on the page. Although the draft is single-spaced, you should double-space your final typed copy. Place the copy attractively on the page. If your machine has the capability, save the text in memory and then print from memory.

Produce a finished, mailable document.

Materials:

Workpaper 3-1

Settings:

P: 10

ANNOUNCEMENT

Staff Meeting for
All Faculty Members
Attendance Is Essential
Topic: New Duty Schedule and Procedures
Wednesday, November 21, at 2:00 p.m.
Main Conference Room
This will be a brief session.
Confirm your plan to attend by contacting
Margarita Hernandez, ext. 3689.

UNDERSCORING

In business documents, an *underscore* is a ruled line typed beneath a word or group of words. Underscores are used for two main reasons:

- To emphasize an important word, group of words, or idea
- To indicate titles for books, articles, plays, courses, or other formal descriptions

Figure 3-1 shows typewritten underscores for both these purposes. When text is to be *typeset* and printed, the underscore indicates copy is to be set in *italic* type.

For emphasis :

URGENT!

IMPORTANT ANNOUNCEMENT

No smoking allowed in this area.

Three types of standalone word processing equipment are electronic typewriters, mechanical or blind systems, and display-based systems.

For titles, bibliographies, and so forth:

Have you read Pride and Prejudice?

Wallach, Paul, Drafting,
Glencoe Publishing Co., Inc.,
Encino, Calif., 1981

Time and Newsweek are popular news magazines.

Figure 3-1

Underscoring can be handled with greater ease on an electronic typewriter than with conventional machines, even electrics. On most electronic typewriters, there will be slightly different procedures to follow for underscoring a single word or a group of words.

To underscore one word, enter a single instruction immediately after you finish typing the word. A typical one-word underscore instruction calls for depressing the *Code* key and the *I* key at the same time. The machine automatically underscores the last word typed.

To underscore a group of words, such as the titles shown in Figure 3-1, enter an instruction before you begin typing underscored copy. This is generally done through striking the *Code* key and another letter, such as *U*. Then, when you finish typing the entire group of words to be underscored, you use the same code as for underscoring a single word. The entire portion of text will be underscored.

Some machines also have special procedures for underscoring a full line of text. Look at the operator's manual for your equipment. Make sure you understand how to underscore. Practice typing the underscored examples in Figure 3-1. Then proceed with the assignment that follows.

ASSIGNMENT 3-2

Your Job:

Below is the text of a memo that makes extensive use of underscoring. Center the lines that are centered and start all other typing lines at the left margin, following the format of the text.

Produce a finished memo.

Materials:

Workpaper 3-2

Settings:

P: 12 LM: 18 RM: 18 LW: 66

Memorandum

DATE: Today

TO: All Faculty Members

FROM: Paul Wisanski, Department Head, Business

SUBJECT: Class Assignments, Word Processing

Listed below are the final assignments for word processing courses and class sections for the coming semester.

WORD PROCESSING WP001
Introduction to Word Processing Concepts

Section 1, MWF 9-10 a.m. M. Little
Section 2, TuTh 8:30-10 a.m. P. Gonzalez
Section 3, TuTh 6:30-8 p.m. G. Schultz

WORD PROCESSING WP002
Using Electronic Typewriters

(Lab hours to be set individually by students.)
Section 1, M 10:15-11:15 a.m. M. Little
Section 2, Tu 10:15-11:15 a.m. P. Gonzalez
Section 3, W 7-8 p.m. J. O'Hara

WORD PROCESSING WP005
Using VDT Systems

(Lab hours to be set individually by students.)
Section 1, Tu 1-2 p.m. R. Salazar
Section 2, Th 9-10 a.m. B. Carr
Section 3, W 7-8 p.m. J. Tempura

WORD PROCESSING WP006
Integrated Systems

Section 1, MWF 8:30-10 a.m. J. Leidigh
Section 2, TuTh 10:30-12 p.m. R. Vorca
Section 3, WF 6:30-8 p.m. F. Tobiasz

WORD PROCESSING WP007
Advanced Keyboarding Course

Section 1, M 9-11 a.m. N. Webster
Section 2, W 7-9 p.m. G. Czarnecki
Section 3, S 9-11 a.m. D. Reese

Mrs. Windowski has been a good customer of this bank for many years. She is entitled to whatever we can reasonably do to ease her through the present situation. Those of us who have worked with her through the years will appreciate any courtesy you can extend.

yi

Enclosure :

ASSIGNMENT 3-8

- Your Job:** Type the following letter in full-block format with mixed punctuation. It will be signed by Sherry Hochmaster.
Produce a finished, mailable letter.
- Materials:** Workpaper 3-8
- Settings:** P: 12

Mr. Thomas J. Nagoya
Precision Metal Products
14665 Southwest Highway, N.W.
St. Louis, MO 63178

Dear Mr. Nagoya :

This letter will confirm that an Individual Retirement Account (IRA) has been opened in your name by the First National Exchange Bank.

Thank you for selecting our bank, and our department, to provide this service. Remember that we are here to be of service to you. Do not hesitate to call on us at any time to answer your questions or to provide any financial services you may require. The following are just a few of the free services to which you are entitled:

Safe Deposit Box
Money Orders
Travelers Checks
Trust Deed and Note Collection
Notary Service

I am enclosing a brochure on all of the services we provide without charge to our clients. I am also enclosing the schedule and reservation card for a talk on Estate and Retirement Planning by Robert R. Armbruster, which is part of a series we are offering to our IRA clients..

An initial statement on the status of your account is enclosed. You will receive additional statements of this type every three months from our data processing department. These statements will show the cumulative status of your account, including earnings for each period.

Sincerely yours,

Enclosures (3)

ASSIGNMENT 3-9

- Your Job:** Type the letter below in full-block format with mixed punctuation. Ms. Hochmaster will sign the letter.
Produce a finished, mailable letter.
- Materials:** Workpaper 3-9
- Settings:** P: 12

Danbury City College

365 West Danbury Street
Dallas, TX 77534

Name _____ Score _____

WORKPAPER 3-1

Danbury City College

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 3-3

First National Exchange Bank

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:

Name _____ Score _____

WORKPAPER 3-4



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 3-5



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 3-6

First National Exchange Bank

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 3-8



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 3-9

First National Exchange Bank

MEMORANDUM

DATE:
TO:
FROM:
SUBJECT:

4

IMPROVING SKILLS FOR TRANSCRIPTION

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Tell a sentence from a sentence fragment.
 2. Explain what a paragraph is.
 3. Create sentences and paragraphs from streams of words that are not punctuated.
 4. Punctuate sentences.
-

YOUR LEARNING JOB

Among the special skills that word processing operators may need is the ability to transcribe correspondence from machine dictation. How well they do this depends upon their knowledge of language. Script copy also may not be grammatically correct, nor is spelling and punctuation always right. Originators make mistakes. You should have sufficient language skill to catch these errors.

In retyping drafts of letters or other documents, the words are right there before you—in sentences and paragraphs, punctuated and styled. When you transcribe from dictation, however, you have to take care of spelling, punctuation, and grammar yourself. Most correspondence originators seldom give these specifics. Thus, language skills are important in word processing.

You may or may not have taken a machine transcription course. But you will definitely need the language skills to handle dictated material. This unit reviews and strengthens your language skills applicable to transcription work on electronic typewriters.

If the assignments in this unit are too difficult for you, discuss the problems you are having with your instructor. Pinpointing weaknesses will help you in choosing study programs to build and/or improve your language skills.

Reference books are especially helpful in transcription work. At minimum, any office that employs a word processing operator should have three kinds of reference books: a dictionary, a spelling-hyphenation guide, and a style and usage manual.

SENTENCE RECOGNITION

In transcribing copy, you must be able to determine whether or not a group of words is a sentence. To do this, you must know what a sentence is. A *sentence* is a group of words that presents a complete idea, has meaning, and contains the four elements described below. If the group of words does not have all four of the elements, it is a *sentence fragment* rather than a sentence.

1. A sentence must have a *subject*. The subject is the topic of the sentence. It can be either stated or implied (understood). In the examples below, the subject is italicized.

A dictionary is a valuable tool.

Transcriptionists use reference books.

Check the dictionary. (The subject *you* is implied.)

2. A sentence must have a *predicate*. The predicate says something about the subject or tells what the subject is doing. A predicate can consist of one word or several words. But it must always contain a *verb*. The *verb* tells the action or condition of the subject. In the examples below the *predicate* is italicized and the *verb* is in parentheses at the end of the sentence.

A dictionary *is a valuable tool.* (is)

Transcriptionists *use reference books.* (use)

Check the dictionary. (check)

3. A sentence must begin with a capital letter.

A dictionary is a valuable tool.

Check the dictionary.

4. A sentence must end with a punctuation mark.

A dictionary is a valuable tool.

Where is the carbon ribbon?

Hurry up!

All four of these elements must be present in every sentence. With practice, you should be able to look at any group of words and know if they form a proper sentence. To make sure you can recognize a sentence, complete Assignment 4-1.

ASSIGNMENT 4-1

Your Job:

Before you start this assignment, go over the definition and elements of a sentence carefully. Then complete the quiz on sentence recognition on Workpaper 4-1. Follow the instructions at the top of Workpaper 4-1.

Materials:

Workpaper 4-1

TYPES OF SENTENCES

Sentences can be classified according to their function, or what they do. The function determines the punctuation mark at the end of the sentence. There are four basic types of sentences:

1. A *declarative* sentence tells something. It is a statement. A *period* (.) ends a declarative sentence.

A transcriptionist must know how to spell.

2. An *interrogative* sentence asks something. It is a question. A *question mark* (?) ends this type of sentence.

Do all electronic typewriters have memory?

3. An *imperative* sentence requests or orders something. It is a command. A *period* or an *exclamation point* (!) ends this type of sentence.

Strike the code key.

Watch your step!

4. An *exclamatory* sentence expresses strong feeling. An *exclamation point* ends this sentence.

That's finished!

The exclamation point is also used after a word or phrase that expresses strong or sudden feeling.

Ouch!

Good for you!

Sentences are also classified according to their structure; that is, how they are formed or arranged. Sentences can be: simple, compound, complex, and compound-complex.

1. A *simple* sentence consists of a subject and a predicate.

Subject

Predicate

Electronic typewriters *increase productivity.*

2. A *compound* sentence consists of two or more simple sentences joined together. Each part or *independent clause* could stand alone as a separate simple sentence.

She sealed the envelope, and she placed it in the outgoing mail box.

3. A *complex* sentence has one or more parts that depend on, or relate to, a word or words in either the subject or the predicate. Each part, called a *dependent clause*, also contains a subject and a predicate, yet it is not a complete thought. In the example below, the dependent clause is italicized.

The transcriptionist typed the letter *that was dictated yesterday*.

4. A *complex-compound* sentence is one or more compound sentences joined together with one or more complex sentences.

She sealed the letter before addressing the envelope and then she realized the picture she meant to enclose was still on the desk.

Now check your ability to recognize sentence types and structures. Complete Assignment 4-2.

ASSIGNMENT 4-2

Your Job:

Complete the quiz on Workpaper 4-2. Follow the instructions at the top of Workpaper 4-2.

Materials:

Workpaper 4-2

SENTENCE FORMATION FROM WORD STREAMS

Most dictation is given in word streams. A *word stream* is a continuous flow of words without sentence breaks, capitalization, or punctuation. The job of a transcriptionist is to convert a word stream into readable sentences.

A transcriptionist will also keyboard edited drafts. Sometimes, an originator or editor—working under pressure—will delete or add words in edited copy that render the copy incomplete or incorrect. You should be able to recognize these errors and correct them.

ASSIGNMENT 4-3

Your Job:

Read the word streams on Workpaper 4-3. Separate the word streams into sentences and fill in the correct punctuation. Follow the instructions at the top of Workpaper 4-3. When you finish this assignment, judge your work. You should feel comfortable about your ability to form sentences from dictated word streams. If you feel you need additional help in this skill area, talk to your instructor or counselor. This is a skill you will need and you should be confident in your ability.

Materials:

Workpaper 4-3

CAPITALIZATION

Capital letters are used in specific situations. For example, a sentence always begins with a capital letter. Some additional uses of capital letters are explained in the following section.

1. Proper Nouns. A *proper noun* is the name of a particular person, place, thing, animal, day of the week, month, or organization.

Sam

John Johnson

Chicago

United States of America

Statue of Liberty

Lassie

Tuesday

July

Delta Airlines

Broadway Hotel

American Academy of Arts and Sciences

2. Initials. Initials are part of proper names. A period replaces the missing letters in the name.

John R. Boyer

U.S. Steel

W. R. Grace Co.

3. The personal pronoun *I* is always capitalized.

I asked if I could use the new equipment.

4. Titles and positions are capitalized when they come before a person's name, but not when they come after or are used alone. The one exception is *the President of the United States*.

President Joyce Kaestner
Councilwoman Dorothy Browne

But:

Joyce Kaestner, president of Technicon
Systems, Inc.

5. Abbreviations. An *abbreviation* is a short form of a word. When a word is abbreviated, a period may replace the missing letters. Titles of persons are abbreviated when used with the person's name.

Mr. Geo. Johnson
Dr. Alan Sparks
Aug.
N. Y.
Tenth Ave.
19th St.
p.m.

6. ZIP code abbreviations. Both letters are capitalized in the two-letter standard U.S. Postal Service abbreviations for state names to be used with ZIP codes. No period or space is used between the letters.

Los Angeles, CA 90049
Des Moines, IA 50316

7. Acronyms. An *acronym* is a word formed from the initials or first letters of names or words. All of the letters of an acronym are capitalized. The first time an acronym is used in a document, the entire name should be written out. After that, the short version is permissible.

The computer language for this program is COBOL (Common Business Oriented Language). All of our programmers know COBOL.

8. The first word and all proper nouns and titles in the salutation of a letter are capitalized.

Gentlemen:

Dear Mr. Burnside:

Dear Dr. and Mrs. Richardson:

Dear friends,

My dear friend Ami,

9. The first word in the complimentary close of a letter is capitalized.

Sincerely yours,

10. The memo headings *TO*, *FROM*, *DATE*, *SUBJECT* should be in all-capital letters. In addition, the first letter of each word that follows a memo heading word should be capitalized with the exception of articles, conjunctions, and prepositions.

SUBJECT: Appointment of Representative
to the Board

These are the main uses of capital letters in business writing. There are many other rules, however. It is advisable to familiarize yourself with all of the rules that apply to capital letters. A reference or style manual is the best source.

ASSIGNMENT 4-4

Your Job:

Complete the assignment on Workpaper 4-4. Follow the instructions at the top of Workpaper 4-4.

Materials:

Workpaper 4-4

TYPING FROM WORD STREAMS

The next assignment gives you practice in typing a word stream. You should read the text as though you were listening to it and you should capitalize and punctuate the copy as you type it. At the end of each line or sentence, use your machine's memory and correction capabilities to make any corrections. Some words that should be abbreviated are written out in the word stream because you would hear them this way. You should acquire the habit of typing abbreviations when you hear the words.

ASSIGNMENT 4-5

Your Job: You are working for the First National Exchange Bank in St. Louis. Your supervisor, Ms. Sherry Hochmaster, has given you a cassette on which she dictated a letter. Below is the word stream that you would hear as you transcribed this letter. Notice that some punctuation and paragraphing instructions are given. However, you will have to form sentences from the word streams, inserting all necessary capitalization and end-of-sentence punctuation. You will also have to abbreviate titles, and so forth. Do not mark the copy below but try to type the letter as you are reading it. Type the letter in full-block format with mixed punctuation. The letter will be signed by Ms. Hochmaster.

Produce a finished, mailable letter on Workpaper 4-5.

Materials: Workpaper 4-5

Settings: P: 12

Dictation:

This is a letter to mister samuel hirshman at 1703 hickory lane in clayton missouri 63721 dear mister hirshman this letter is to advise you to take action soon about the disposition of the funds in your individual retirement account (ira) i have just received a notification from our bank's records department that you have reached age 70 period in just six months comma mr. hirshman comma when you reach the age of 70½ comma our bank will be required by law to report the full balance in your ira to the internal revenue service new paragraph at that time comma all of these funds will become taxable as income period this could lead to a heavy tax obligation for you new paragraph therefore comma i would like to suggest that you call as soon as possible period come into the bank at your earliest convenience and talk about your alternatives period i believe our trust department may still be able to work out a program under which you can incorporate the funds in your ira into a retirement-income or estate-planning program period i will be glad to introduce you to mister homer whiteside in our trust department for a review of these possibilities new paragraph please call as soon as possible period i will look forward to hearing from you sincerely yours.

PUNCTUATION WITHIN SENTENCES

Knowing the rules of punctuation will simplify your work. It will also enable you to handle typical word processing assignments. The rules below cover only those situations that most often occur in business letters. You should become familiar with the other standard uses of punctuation marks. They will be found in any style and usage guide or reference manual. Many dictionaries also have sections on punctuation and grammar.

Period (.)

Within sentences, the period is used for the following:

1. Initials, except broadcast call letters, acronyms, or when persons or companies are referred to by initials only.

John F. Kennedy
JFK
KNBC
IRA
WCBS

2. Decimal points in amounts or percentages.

\$49.52
10.5%
0.0007437

Comma (,)

The comma is the most frequently used punctuation mark. As you know, it is part of the complimentary closing in a letter with mixed punctuation. The rules below cover some of its other common uses.

1. Use the comma to set off a direct address, such as a person's name, that is not essential to the meaning of the sentence.

Congratulations, Mr. Blakely, on your promotion.
Carole, please let us know when you will be arriving.
We hope to see you soon, Ricky.

2. Use the comma to separate words or phrases in a series. *Omit* the comma when a conjunction (*and* or *or*) separates items in a series.

Our class needs paper clips, staples, pencils, and index cards.

But:

Does the class need paper clips or staples or rubber bands?

She typed the letter, proofread it, and brought it in to be signed.

But:

Please type this memo and proofread it and return it for my signature.

3. Use the comma between two or more words that describe the same noun. To decide whether or not a comma is required, reverse the order of the two words and see if the sentence makes sense if "and" is placed between them.

The firm is looking for a fast, experienced typist. (You could say *experienced and fast* just as well.)

The annual financial statement is being prepared. (No comma is used because the *financial and annual statement* doesn't make sense.)

4. Use the comma after introductory words and expressions.

In general, a longer sentence will require more commas.

Therefore, we are shipping only part of your order at this time.

5. Use the comma with words such as *however*, *therefore*, and *of course*, when they interrupt a sentence without changing its meaning.

He will, therefore, remain another day.

The lease must, of course, be signed by an authorized agent of your firm.

6. Use the comma with names, titles, dates, or descriptions that explain or make the meaning of a word clear.

Our sales director, Ms. Hendricks, is attending the conference.

We will arrive on Wednesday, July 23.

The report, a complete statement of the firm's financial condition, was circulated among the stockholders.

7. Use the comma to set off a clause that adds information to a sentence but whose absence would not affect its meaning. Do not use commas, however, if the words are necessary to the meaning of the sentence.

The booklet, which you may find helpful, is enclosed.

But:

Every student who completes this course will understand how to use the equipment.

8. Use the comma before a conjunction (*and*, *but*, *or*, *nor*, *for*, and *yet*) that joins the clauses of a compound sentence. Each independent clause must have a subject and a predicate verb. However, if the clauses are short, no comma is necessary. Do not confuse a compound sentence with a sentence that has two predicates but only one subject.

We have put through your invoice, and the accounting department will be sending you a check shortly.

We would like to have our salesmen attend the convention, but we cannot afford the fare for all of them this year.

We are cancelling our subscription to the magazine, for the articles no longer interest the members of our company.

But:

He paid the bill and he was given the merchandise.

The hotel manager confirmed our reservation for the conference and sent us a confirmation immediately.

9. Use the comma to separate a statement and a question or two contrasting items.

I think this letter is complete, don't you?

Ms. Jorden said that Tuesday, rather than Wednesday, would be a better day for us to meet.

10. Use the comma before and after *etc.*, except when *etc.* comes at the end of a sentence. (Do not use the word *and* with *etc.*, because *etc.* means "and so forth.")

He placed an order for pens, pencils, notebooks, paper, etc., with the new salesman.

11. Do not use a comma before the ampersand symbol (&).

Robert just joined the firm of Sterling, Swift, Sanders & Smith.

12. Use the comma to set off the words *Incorporated (Inc.)* or *Limited (Ltd.)* following the name of a company, unless the official company name omits the comma.

Did you notify National Timeshare, Inc., of the error in their bill?

The book is published by Time Inc. and can be purchased in all bookstores.

13. Use the comma to separate the dependent clause in a complex sentence.

When she finished the review, Ms. Reeves told the supervisor about the errors.

Arizona, because of its warm climate, attracts many retired people.

The rear door, as you know, is locked at all times.

We agreed to meet in the morning, when everyone would be ready for work.

14. Use the comma to set off titles, academic degrees, *junior* and *senior*, cities and states, states and countries, and years.

Samuel Robbins, CPA, joined our firm's Jacksonville, Florida, office on March 20, 1982.

Dr. Harry Jefferson, Sr., attended the international conference in Paris, France.

Semicolon (;)

The semicolon is used for the following purposes:

1. Use the semicolon to connect two complete, closely related sentences when the conjunction is omitted.

This is a fine product; it will sell well.

The salesman said he had no authority to approve the advertisement; the agency went ahead and tentatively placed it anyway.

2. Use the semicolon to connect two complete sentences joined together by an adverb such as *namely*, *accordingly*, *consequently*, *however*, and *nevertheless*. The adverb is preceded by a semicolon and followed by a comma.

Our production costs are higher; nevertheless, we have not raised prices. There are five persons who can operate the switchboard; consequently, our phones are always covered during vacations and holidays.

3. Use the semicolon to separate two complete sentences that are joined by a conjunction when one or more commas are used in either sentence.

If you plan to finish the job in two weeks, you will have to put in several hours of overtime; but I am sure Jim will be glad to help you with some of it.

The discount, of course, should have been included; and we shall send you a check for \$49.55, the amount in question.

4. Use the semicolon to separate phrases or clauses in a series if they are parallel dependent clauses or if they are long and/or contain internal punctuation.

The committee decided to review the costs and sales estimates for the current year; to analyze the alternate figures submitted by the marketing division; and to prepare a detailed comparison of the various proposals.

We met with Roger Blake, advertising manager; Phil Clifford, production manager; and Linda Timmons, director of data processing, to discuss the proposal.

After dinner, we had coffee, not tea; saccharin, not sugar; and fresh fruit, not pastry.

5. Use the semicolon to separate a statement in which a missing word is replaced by a comma. (Note the way the comma is used in these sentences. This use was not included in the rules for commas above.)

Richard is a collector of coins; Thomas, of stamps.

The first payment is due on the first; the balance, by the end of the month.

Colon (:

You have already seen some uses of the colon in business letters and memos. Here are some other uses of the colon.

1. Use the colon to introduce a series, list, tabulation, or group of items, especially with the words *the following*, *as follows*, and *as*. (Note: Omit the colon if the introducing clause is complete without the list or is followed by another sentence.)

The personnel director's report emphasized that the three skills required of transcriptionists were the following: typing speed, spelling, and language usage.

You will have to answer such questions as: How fast can you type? When did you graduate? Where were you last employed?

Please send us these items: 15 bottles of toner, 25 bottles of concentrate, and 10 packages of paper.

The following items are to be delivered next week. Bill us directly.

25 cases of paper towels

12 cases of soap

15 cases of powdered cleanser

(Note: Do *not* use a colon if a verb precedes listed items.)

Please deliver the chairs, tables, and desks on schedule.

The persons involved are the secretary, the treasurer, and the office manager.

Do *not* use a colon if a list is introduced by such expressions as *namely*, *for instance*, *for example*, *such as*, or *that is* unless the series consists of one or more complete clauses.

Language skills such as spelling, capitalization, and punctuation are extremely important for transcriptionists.

He needs more time, say, two hours, to finish the job.

There are many requirements involved; for example: you should be able to type 60 words per minute and have a knowledge of spelling and punctuation.

2. Use the colon to stand for the words *namely*, *in other words*, *that is*, and similar expressions that sum up a thought.

Hugh sold his car, his television, his stereo, his books: everything he owned.

3. Use the colon to introduce a quotation made up of two or more sentences.

The personnel director said: "All of the word processing operators we hire must be able to handle machine dictation. They must all be able to spell and use punctuation correctly. We do not care to spend time training people in language skills they should have before they come to us."

4. Use the colon to divide units of time when written as figures.

Since the plane leaves at 10 o'clock, you should be at the airport no later than 9:30 p.m.

The runner's time was 2:35:06.

5. Use the colon to indicate ratios or proportions.

Use a solution of 5:4:2.

6. Use the colon to end a sentence when the sentence that follows explains or restates the idea in the first.

The desks are sturdy: They are made of metal.

Other Punctuation Marks

The punctuation and rules of usage discussed above are those most commonly used in business correspondence. There are other uses and rules not covered here. And there are other punctuation marks—the apostrophe, bracket, dash, hyphen, parenthesis, and quotation mark—which are not discussed, either. Most dictionaries have punctuation usage rules. You will add greatly to your language skills if you study and learn them.

ASSIGNMENT 4-6

Your Job:

Complete the assignment on Workpaper 4-6.

Materials:

Workpaper 4-6

ASSIGNMENT 4-7

Your Job:

Again, you are working for the First National Exchange Bank in St. Louis. Your supervisor, Ms. Sherry Hochmaster, has given you a cassette on which she dictated a memo. The following word stream is on the cassette. Notice that only paragraphing instructions are given. You are to form sentences from the word stream, to insert the capitalization and punctuation, and to make any other changes that are needed.

Do not mark the copy, but try to type the memo as you read it, putting in the correct capitalization and punctuation as you type. Align the margin of the body of the memo with the beginning of your typed-in heading entries. The memo is from Ms. Sherry Hochmaster, Director of IRA Services. Read the text as though you were listening to it. Produce a finished memo on Workpaper 4-7.

Materials:

Workpaper 4-7

Settings:

P: 12

Dictation:

This is a memo to homer whiteside trust department re referral mister samuel hirshman i'm attaching a copy of my letter advising mister samuel hirshman that at age 70½ all of the funds remaining in his ira will become taxable as ordinary income paragraph since this could lead to a heavy tax obligation for him i have suggested he see what type of program your department can work out for him from my conversation with you last week it seems to me that there are several options open for him if i understood you correctly he may be able to incorporate the funds in his ira account into a retirement-income or estate-planning program paragraph a little background on this customer mister hirshman has been a customer of our bank for well over forty years during this time he has maintained savings accounts for himself and missus hirshman and a business commercial account well over six figures he is the owner of a men's clothing store with him in the business are his three sons carl who is the eldest and is now president of the firm jason who is currently president of the local chamber of commerce and george who recently graduated from business school and has entered the firm although still very active i believe mister samuel hirshman is thinking of taking time away to do some traveling with missus hirshman paragraph should mister hirshman contact you directly this memo and the enclosed letter will serve as his introduction if he calls or visits our department we will arrange personal introductions enclosure hirshman letter.

FORMING PARAGRAPHS

A *paragraph* consists of one or more sentences on the same idea or topic. When the topic changes within the text of a letter or document, a new paragraph should be started.

Much business correspondence originates as dictation. The person dictating the text dictates without a written version of the message he or she is creating. The editing and final organization of the text are usually done after a draft has been typed.

Because dictation is received as a word stream, the word processing operator must organize, or structure, the words into sentences and paragraphs in draft form. Then the draft is edited by the originator. Some organizations employ editors to review and edit business documents. Editors help originators prepare clear messages that use language properly.

To illustrate some principles of paragraph formation that may help you, look at the letter from Career Guidance Consultants in Figure 4-1. It is the same letter as Figure 2-1 on the parts of a business letter.

Notice how new paragraphs are started in this letter each time the topic changes:

1. The first paragraph expresses thanks for the inquiry.
2. The second paragraph states that a brochure is enclosed. There are three other sentences in this paragraph describing the content of the brochure. So, the topic of the second paragraph is the brochure and the information it contains.

Career Guidance Consultants

1904 Bloomington Avenue
Cincinnati, Ohio 54201

January 22, 19--

CONFIDENTIAL

Apex Manufacturing Company
101 Industrial Way
Cincinnati, OH 54203

ATTENTION PERSONNEL DIRECTOR

Greetings:

SUBJECT: TRAINING FOR CORRESPONDENCE SECRETARIES

Thank you for your inquiry.

A brochure describing our services for the training of correspondence secretaries is enclosed. As you will note, we have complete programs of tests to assess the qualifications of persons admitted to the program. These tests screen candidates for their ability to type, to use language correctly, and to understand spoken instructions. The tests could be administered to persons who are now employed by your company or to persons recruited for your consideration by our agency.

Training programs can be conducted in your offices or in our training center.

We hope that this information is of value to you and that we may be of service to you.

Sincerely,



Gertrude Pulaski
Staff Consultant

bk

Enclosure

cc: Sally Gomez, Director of Instruction

bcc: H. Arkadian, Director, Career Guidance Institute

We are starting a new training program at our facilities next week. We would be pleased to have you visit and observe our methods.

3. The third paragraph gives the reader specific information about locations where training programs can be conducted. Even though this paragraph has just one sentence, a separate topic is covered.
4. The fourth paragraph is the conclusion. In effect, the single sentence says, "We would like to do business with you." It is common to use this type of conclusion in the body of a business letter. The conclusion is a separate topic and therefore a separate paragraph.

Think about paragraphs as tools to present information in an organized way. There are no firm rules to follow about the length of a para-

graph. It could be a full page, or even more. Or, a paragraph may be a single sentence. This is one of the important areas where the transcriptionist's judgment and skill come into play. Keep in mind that a block of typewritten text that is longer than 20 typewritten lines is not as attractive or readable in a business document as one that is broken into smaller units. Therefore, it is advisable to break the body of a letter, memo, or other document into paragraphs of less than 15 to 20 typewritten lines whenever possible. In addition to readability, the white space between paragraphs helps create a pleasing appearance.

Assignment 4-8 will give you valuable practice in forming sentences and paragraphs—as well as in building the other language skills that have been covered.

ASSIGNMENT 4-8

Your Job: For this assignment you are working for the Wilshire Travel Agency. You are given the word stream below that simulates a typical business letter. Read the text as though you were listening to it and insert the correct capitalization and punctuation as you type. You are to produce a finished mailable letter on Workpaper 4-8. Type the letter in semiblock style with mixed punctuation.

Materials: Workpaper 4-8

Settings: P: 10

Dictation:

This is a letter to ms georgia o'hara personnel director plainfield drug manufacturing company plainfield new jersey 07062 dear ms o'hara this will confirm travel arrangements for the plainfield drug employees' travel club tickets and hotel reservation confirmations are enclosed for your entire group of 40 persons your club members leave newark airport at 7 35 a m on november 17 they are booked on united airlines flight 7 which flies nonstop to los angeles in los angeles there is a flight change to united flight 1 to honolulu a bus will be parked outside the baggage claim area at the honolulu airport to take your group to the beach hotel at waikiki your members start their return trip by boarding a bus at their hotel at 7 p m on november 22 the bus will deliver them to honolulu international airport in time for their homeward flight at 8 15 please contact me if there are further questions sincerely yours laura wilshire president enclosure airline tickets and hotel reservation forms

Name _____ Score _____

WORKPAPER 4-2

On the line beneath each sentence, write the sentence type (declarative, interrogative, imperative, or exclamatory) and structure (simple, complex, compound, or complex-compound).

1. Ms. Hochmaster dictated several memos, and the correspondence secretary typed them immediately.

2. Which model do you recommend for our office?

3. Use a 12-pitch element for this document.

4. Enclosed is a price list for all of our products.

5. The memo I am enclosing will give you all the details of the trip.

6. In transcribing, listen carefully for pauses which will give you hints about sentence endings.

7. The purpose of most business correspondence is to impart information; therefore, most sentences in business letters are declarative.

8. Every office or word processing center should have a dictionary and a reference or style guide.

9. Most electronic typewriters which you will come in contact with have some memory capabilities, and you should, most certainly, study the operator's manual for the one you are using so that you will be able to use all of the capabilities of the machine.

10. Most electronic typewriters have some memory capability, but not all of them can store text.

Name _____ Score _____

WORKPAPER 4-3

The blocks of text below are word streams in which you are to indicate capital letters and end-of-sentence punctuation. Underline three times those letters that should be capitalized. Notice how this is done in the example.

Example:

the position requires someone who can type at least 60 words per minute in copying from a document. the individual should have at least one year of working experience. training or experience in word processing would be an advantage.

it was good seeing you again i enjoyed hearing about your new job it certainly would be nice if our company could be of service to you in your new position we wish you well in your new career

this is a request for a price quotation our company is interested in acquiring a complete word processing capability we are not sure whether it would be best to have a series of separate machines or to install a single system with multiple terminals you are welcome to study our situation and to make proposals the proposal you make should also cover the training program we will need to install and implement a word processing system

thank you for submitting your credit application it came in the mail yesterday we will process it as soon as possible we would appreciate it if you could complete the enclosed form to help us process your application it is a form giving us permission to get information about your accounts from the banks listed on your form we will not contact any banks or other references without your permission thank you for understanding

the principle used in setting margins on many electronic typewriters is different from the method that applies on an ordinary electric typewriter margins on electronic typewriters are usually set up by entering instructions into an electronic memory these instructions are then followed automatically by the machine

Name _____ Score _____

WORKPAPER 4-4

Insert the necessary punctuation marks and indicate capitalization (by underlining three times) in the blocks of word streams below.

my friend janice works late every tuesday night occasionally i also work late we meet for dinner whenever our late nights coincide we both come from the same hometown in west virginia we catch up on news from our hometown and our old high school chums i went to college in north carolina while janice went to the university of virginia we still have many friends in common from central high school in wheeling

dr dennis g miller has moved his office from fremont avenue to 623 north central road did he inform the local ama chapter about his new address his secretary sent notifications to all of dr miller's patients did you receive one his father recently retired our family had been going to old doctor miller since before i was born my sister edith says she feels strange going to a new doctor even though she has known young doctor miller all her life

the president of rexford electronics told all of the officers of the firm that they should try to fly on eastern airlines whenever possible mr greyson rexford's president says the special fares that the airline is offering through september and october will save the firm a considerable sum do you have any trips planned for the fall my own travel schedule calls for me to be in boston and baltimore early in november will eastern's special fares be in effect then



First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 4-5

Name _____ Score _____

WORKPAPER 4-6

The groups of words below require capitalization and punctuation. Fill in punctuation marks and capitalize letters that require capitalization as shown in the example. Then type the copy on plain paper.

Example:

ualthough the bank closes at 3 p.m. on monday, tuesday, wednesday, and thursday, the employees all work until 5:30 on those days.

there are four different kinds of punctuation marks that can be used at the end of a sentence periods question marks exclamation points and colons when a colon is used at the end of a sentence the following special conditions must be present the group of words that follows must be a complete sentence and the group of words before the colon must also be a complete sentence

a word processing operator must have several skills including the ability to type well to understand the functions of word processing equipment to read edited drafts of documents to be able to correct stored document files and to be able to produce quality documents ready for mailing or delivery

there are several reference books with which every person involved in word processing should be familiar the most necessary and helpful of these is a dictionary although there are many different published dictionaries most of them have more than just definitions of words most are a wealth of information on language usage if you will just take the time to learn how to read all of the signs and symbols look at the table of contents of your dictionary and see what it contains study the various sections to see how they can help you learn how to use a dictionary properly and you will both enrich and expand your vocabulary as well as enhance your other language skills you will find it to be one of your most valuable desk aids if you will only learn how to use it to its fullest

one assignment requiring excellent punctuation and spelling skills is the transcription of dictation originators of dictated correspondence rarely provide spelling punctuation or paragraphing instructions the word processing operator encounters a stream of words it is then up to the word processing operator to create a finished top-quality document from this source capitalization punctuation sentence formation and paragraphing are the regular responsibilities of word processing operators

electronic typewriters may be equipped with memory or storage capabilities memory holds information temporarily it is usually limited in its capacity for example typical memory typewriters can hold one page or five pages of typewritten text for correction and later use storage devices record information magnetically the most commonly used storage medium today is the magnetic disc when these features are available all of the keyboard entries of the operator are recorded electronically

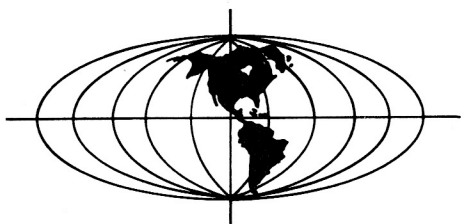


First National Exchange Bank

1717 Market Street St. Louis, Missouri 63130

Name _____ Score _____

WORKPAPER 4-7



WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue/Plainfield, NJ 07060

Name _____ Score _____

WORKPAPER 4-8

5

STORING AND REVISING TEXT

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Explain how to use magnetic storage with electronic typewriters.
 2. List the features and advantages and/or disadvantages of various types of information storage media.
 3. Record text on magnetic storage media.
 4. Demonstrate the techniques for labeling and retrieving stored text files.
 5. Recall and change documents that have been stored on magnetic media
 6. Adjust line endings in revised texts that have been stored on magnetic media.
-

YOUR LEARNING JOB

So far, the techniques you have learned apply primarily to electronic typewriters with limited memory. In this unit, you extend your skills to include equipment with text storage—as well as memory.

STORAGE MEDIA

Memory is linked directly to the keyboard operation of a word processing system. Addition of memory to an electronic typing unit is expensive. Most electronic typewriters made today have only limited memory capacity. This usually ranges from 1 to 5 pages of text, or from 1,750 to 7,500 characters.

For word processing jobs requiring larger text files, storage devices are usually added to the electronic typewriter. In word processing, *storage means large capacity*. This is a major difference between memory and storage. *Memory is always limited*. Storage, when it is available, should have a far greater capacity to hold text for future use.

Storage units, of any type, operate in close coordination with the electronic typewriter's memory. Memory operates at high speed. It takes memory to keep up with recording while you are

typing. Memory also supplies the text when your typewriter is printing. When the length of text exceeds the capacity of memory, storage units feed in new text as needed. Also, as you record data, it is entered into memory first, then read into storage. Even on typewriters that rely on disk memory, there is usually an electronic memory of small capacity to support high-speed typing and printing operations.

Storage devices are usually attached to, but not a direct part of, the keyboard controls, or console, of a word processing system. Storage devices are usually magnetic and operate under the same principles as the tape or cassette recorders with which you are probably familiar.

Such devices use different types of magnetic media. A *magnetic medium* is a storage unit that contains a surface onto which information can be recorded magnetically. Examples are tape, cassettes, cards, and disks or diskettes. Information is encoded magnetically by a recording heading. Recorded information is then recalled by a magnetic reading device that is part of the same storage unit.

Typewriter-oriented word processing systems use four main types of text storage, as described below.

Magnetic Tape Storage

Word processing started with the use of typewriters that were linked with tape recorders. The first successful word processor was the IBM Magnetic Tape Selectric Typewriter, or MT/ST, introduced in the early 1960s. The MT/ST is no longer made. But many thousands of these machines are still in use in business offices.

The MT/ST (Figure 5-1) uses magnetic tape of either 80 or 100 feet. The tape is packaged in cartridges. As the operator records text, the tape is fed into a storage bin. The operator encodes text identification for complete short documents or for portions of lengthy text through use of dials and keys on the tape unit. The tape unit is in the foreground of the photo in Figure 5-1.

The operator has to keep notes on the indexing (locating) of documents on tape. The MT/ST system searches its files to locate these index points. Documents can be replayed from tape at a rate of 150 words per minute.

Cassette Storage

A number of word processing systems introduced in the 1970s have recording techniques similar to magnetic tape—except that the tape is mounted in cassettes. These cassettes are similar to home tape recorders, but the quality of the tape is better.

Principles of text storage are similar for cassettes and magnetic tape. That is, characters are recorded on a continuous ribbon of tape. To be reused, the tapes are rewound. Index codings must be inserted as a basis for searching for and finding documents or files when they are needed for reuse.

Continuous tapes and cassettes record information in a straight sequence, or serially. Serial-type recording permits only limited types of changes to be made on the original text. For extensive changes, it is usually necessary to play back the entire document, rerecording it on a new tape or cassette that incorporates parts of the original text as well as the changes.



IBM
Figure 5-1 The first word processor, the IBM Magnetic Tape Selectric Typewriter (MT/ST).

In their day, these were advanced systems. Today, they are generally considered to be too slow and cumbersome. However, cassette storage is still popular when combined with inexpensive microcomputers. Most microcomputers, in turn, can be used for word processing when special programs are entered into their memories. Many small businesses use these and other microcomputers for both accounting and word processing jobs. Thus, you may still find yourself using cassette storage either on microcomputers or on older word processors. Therefore, it will be useful for you to understand the basic principles, strengths, and weaknesses of cassette storage for word processing files.

A word processing work station using cassettes for text recording is illustrated in Figure 5-2.

Magnetic Card Storage

A *magnetic card* is a device about the size of a standard business envelope. The card is made of acetate or plastic sheeting. The base of the card is coated with magnetic recording material. Individual cards are inserted into slots in electronic

typing systems. The equipment records type-written information in a series of rows that run up and down the length of the card. The same machine can play back information from the card.

A single magnetic card can store information for one to several pages of typing. In editing recorded documents, only limited changes can be made on card files. However, as with tape or cassette, changes can be recorded on a second card while the first one is played out. This does make it possible to handle extensive changes to recorded documents. But the process is slow because the entire document has to be replayed and rerecorded each time. It may be necessary to rerecord an entire document just to insert a few word changes.

The most popular magnetic card word processing system is the IBM Magnetic Card Selectric Typewriter, or MC/ST. Though no longer made, many MC/STs are still in use. As a word processing operator, you are more likely to be assigned to magnetic card equipment than to tape or cassette units.

A photo of an IBM MC/ST is shown in Figure 5-3.



Xerox Corp.

Figure 5-2 A word processor that records text on magnetic cassettes.

Diskette Storage

A *diskette* is a round, flat sheet of coated acetate or plastic sheeting. It looks something like a phonograph record. Magnetic oxide coatings similar to those used for magnetic tape and cards cover one or both surfaces of the diskette. The thin diskette bends or flexes as it spins at high speeds past recording (writing) and reading heads. Because of this flexibility, diskettes are sometimes called *floppy disks* or just *floppies*.

Figure 5-4 is a photograph showing an electronic typewriter with diskette storage units. Figure 5-5 is a closeup showing a diskette being inserted into a storage device.

Diskettes come in different sizes and various storage capacities. The two most commonly used sizes measure 5.25 and 8.25 inches in diameter. A smaller unit—a little more than 3 inches in diameter—is gaining acceptance too. Storage capacities for a single diskette range from 100,000 to more than 600,000 characters.

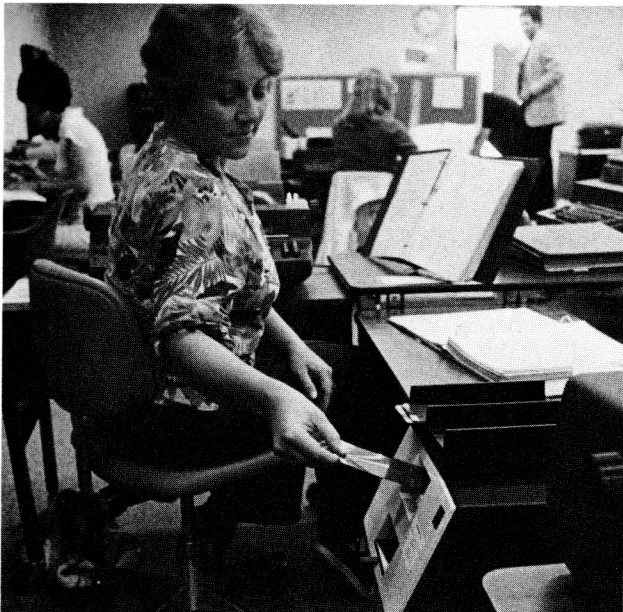
In addition to volume storage, diskettes have another important advantage: random access. *Random access* means that diskette equipment can search for and find any individual record in storage. It is not necessary to scan files serially (in page sequence) as is required on tape, cassette, or magnetic card equipment. It is also possible to make extensive changes and corrections in stored documents without having to go through extensive rerecording.

In general, diskette storage is both more expensive and more flexible than the other three types. However, even diskette storage costs considerably less than the addition of memory capacity to an electronic typewriter. Diskettes are the main storage media for word processing systems that use TV-like video display terminals. They are also used more and more with electronic typing units.



Olivetti Corp.

Figure 5-4 This is an example of an electronic typing unit with attached diskette storage device. Diskettes are inserted in the control device or **drive** at the right. Keyboard entries are recorded on diskette and can be corrected or changed without retyping the entire document. The diskette drive can also "read" and print out.



IBM

Figure 5-3 On the IBM Magnetic Card Selectric Typewriter (MC/ST), the operator inserts a magnetic card into the reading slot. After the machine has "read" the card, it is returned through the lower slot.

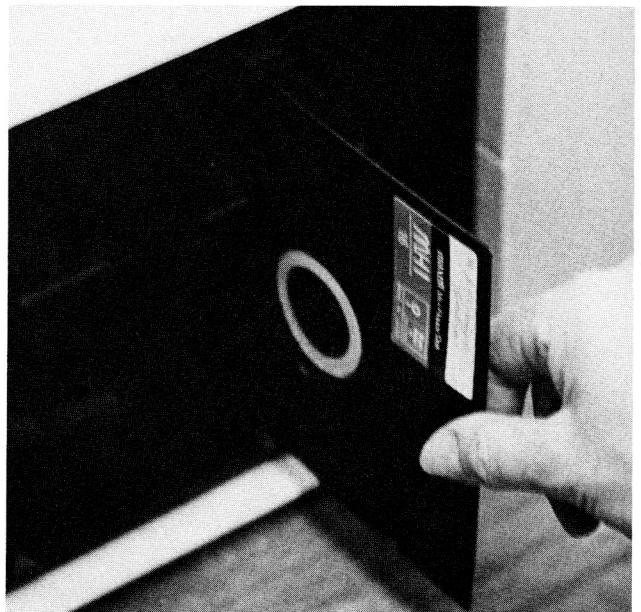


Figure 5-5 Here a diskette is being inserted into a storage unit. Individual diskettes have various capacities; some can store more than 600,000 characters of information.

CAPTURING DOCUMENTS IN STORAGE FILES

If you have a word processing system with storage capabilities, study the operator's manual carefully. Because storage media and methods of recording, correcting, and searching for documents vary from machine to machine, this topic cannot be covered in a specific manner. You must learn how your specific system operates. Learn how to record text in storage. Use the storage file to complete the practice assignments that follow in this learning unit.

Labeling Stored Files

In studying your operator's manual, be sure to find out how to label files you create so that you can find documents in storage and retrieve (find and recall) them for later use. On some equipment, numbers are used, in sequence, to identify files. The storage device automatically counts the number of file index points on storage media. When it searches to the point you want, it stops and you are ready to begin playing out text. Other systems may search for files by name. If this is the case, the names you assign to files may have to be abbreviated. You may be limited, for example, to 8 or 10 characters in naming a file. If so, you will have to figure out an abbreviation system that works for you.

To illustrate, the letter you will type in Assignment 5-1 is called a *cover* or *transmittal* letter. The letter is used to *transmit* new credit cards to customers who have applied for and are qualified to receive them. A letter of this type may be used repeatedly to transmit or accompany cards sent to new credit customers. Thus, it also becomes a *form* letter—a letter in which the body is the same while certain parts, such as the inside address, change with each typing.

Now, suppose that your job is to prepare a file title, or label, for this letter. Suppose, also, that the label on files in your system can contain a maximum of 10 characters. You must then think about what you are describing and find ways to abbreviate the title within the format allowed.

For example, the letter in Assignment 5-1 can be described as a *credit card cover letter*. This full description is too long for a file title. But you could call the file for this letter CRCDCOVLET. This is short for *C*redit *C*ard *C*over *L*ETter and is exactly 10 characters. If there were more than one such cover letter, you might have to label this file CRCDCOLET1.

If a system has fewer characters, you have to fit the label abbreviation to fit it. You will surprise yourself at how adept you will become at creating label abbreviations after you have worked on a system for a while. If the label CRCDCOVLET fits the system you are using, you may use this title in storing the document for Assignment 5-1.

Find out what system of file identification your machine has. To gain some experience in assigning labels, give titles or labels to the letters you produced for the assignments in Unit 3.

Also, see if there is a recommended or standard method for listing, or logging, your storage files in your system. If so, learn to list your files properly so you can retrieve them when needed. If there is no standard method for logging your stored files, create one for yourself. For every disk, tape, cassette, or magnetic card you use, make sure you have a complete list of all documents stored. If required by your equipment, include location codes with the individual document listings. Also make sure to correct this list any time you add or remove a document file from storage.

Proceeding Without Storage

If you don't have storage available, use the memory of your electronic typewriter. The documents assigned in this unit are short enough to process one at a time in an electronic typewriter with a 1-page memory. If your electronic typewriter doesn't have a 1-page memory, complete these exercises with available features. The practice will help prepare you to use memory or storage units in job situations. You will have to make changes or corrections to memory, if possible, or as you use the lift-off and other correction features of your equipment.

Recording Text for Storage

Before completing Assignment 5-1, you should study the operator's manual for your typewriter to learn how to record text in storage. If you have been using this equipment, you should know how to play out, or print, from memory. If not, read the operator's manual for these instructions also. Practice these procedures on your equipment to make sure you know how to record, retrieve, correct, label (index), and store text after it has been typed.

ASSIGNMENT 5-1

Your Job: Record the text of the letter below in memory or, if possible, storage. Type the letter in full-block format with mixed punctuation. Include all the errors, which were purposely inserted. The errors are mistakes in punctuation, capitalization, and spelling, as well as typing. If possible, type a draft of this letter on plain typing paper. Then read this draft carefully and correct all of the errors you find. Make these corrections to the document in memory or storage. When you are satisfied that you have corrected all of the errors, instruct your system to type the letter on Workpaper 5-1. This should be a finished, mailable letter. Save this document in storage, for it will be part of Assignment 5-2.

Materials: Workpaper 5-1

Settings: P: 12 LM: 18 RM: 18 LW: 66

Ms. susan Johannsen
5132 North Kildare Avenue
Chicago, IL 60632

Dear Ms. Johansen:

This is a personal note of welcom to the exclusive group of preferred shoppers who hold Marshall-Ward credit cards. Your Marshall-Ward Charge-it card is enclosed.

As requested in your credit appliction, your file has baen entered in our computer for confidential handling. This means that no informtion about your account will be provided to anyone outisde our store. Within the store, only those persons involved in processing trans- actions for your account will have access to hte information.

You may begin making purchases on credtt at any time. On the basis of information you provided, the credit limit on yor account has been set at \$300

To enjoy the full convenience of your status as a pre- ferred credit customer, I sugest you carry your care with you when shopping at the store. Present this card to all store personel who serve you. the card identifieds you as a preferred customer.

Please feel free to call me if you have any questions or requir special services.

Sincerely

Sarah P. O'Malley
Credit manager

yi

Enclosure: Marshall-Ward Charge-it Card

RETRIEVING AND CORRECTING DOCUMENTS IN STORAGE FILES

Reusing all or part of a basic letter in correspondence is an important job in many word processing centers. The next assignment will involve making changes in the letter you just produced in Assignment 5-1 and preparing a new letter. Therefore, review the procedures for retrieving and correcting stored documents in the operator's manual for your typewriter. Then, as you look at Assignment 5-2, plan how you can make the changes.

Assuming that the letter had been entered into memory or storage, you should play back and correct the original document and, at the same time, record the corrected document on tapes, cards, or diskettes for future use.

In this assignment, you will be doing three separate tasks:

1. Preparing a correctly typed letter from the edited text.
2. Creating an updated and corrected storage record for the document.
3. Keeping the original corrected storage file produced in Assignment 5-1.

In planning your word processing work, it is always good practice to begin by identifying the results you want. Then figure out the steps you should follow to deliver those results.

To retype a letter with corrections, you have to be able to control the retyping of text from memory or storage.

For example, look at the edited text in Figure 5-6. This shows the first three paragraphs of the letter in Assignment 5-1 with several editing changes. To produce a newly typed letter, you start by using the recorded text. You would use special controls on your typewriter to start and stop the retyping operation and to skip playback of text elements that are to be deleted.

RETPYING CONTROLS

Most electronic typewriters have controls for typing out text from memory or storage.

When you want a completed document played back as originally recorded, there is a control that directs your machine to play out a full document from memory. The machine stops only when programmed to do so, or when the document has been played back completely (it stops because it is out of text to type). This operation may be called automatic playback or direct playback.

Ms. Susan Johanssen
5132 North Kildare Avenue
Chicago, IL 60632

Mrs. Kazanas:

Dear ~~Ms. Johanssen~~

Mrs. Adrienne J. Kazanas
7720 Sheridan Circle
Flossmoor, IL 60422

customers/ This is a personal note of welcome to the ~~exclusive~~ *select* group of preferred ~~shoppers~~ who hold Marshall-Ward credit cards. Your Marshall-Ward Charge-it card is enclosed.

As requested in your credit application, your ~~file~~ *information* has been entered in our computer for confidential ~~handling~~ *processing*. This means that no information about your account will be provided to anyone outside our store. Within the store, only those persons involved in processing transactions for your account will ~~have access to the information~~ *be able to check your account records*.

You may begin making purchases on credit at any time. On the basis of information you provided, the credit limit on your account has been set at ~~\$300~~ *\$1,500*.

Figure 5-6

Playback Controls

For partial playback of recorded documents, most electronic typewriters offer at least three options. They play back:

- Single characters
- Individual words
- Complete lines

Use these controls when the recorded text is to be changed. They enable you to retype unchanged text elements directly from memory or storage. Then, you can type the new or edited text elements directly on the keyboard.

For example, in Figure 5-6, the second line of the first paragraph, the second line of the second paragraph, and the first line of the third paragraph are unchanged. In revising this text, you could play out the unchanged lines one line at a time. Where a line has a change, you would play out the text one word at a time.

If there are changes within words—for example, if misspellings are corrected—you can play out the text one character at a time until you come to the point where changes are to be made. On some machines, you might need to use *Delete* or *Replace* codes or keys, whereas, on others, you may be able to just retype the character. Therefore, you need to know how corrections are made on your equipment.

On a word change, you may be able to just retype it. You would then use the skip controls (described below) to cause the machine to skip past the unwanted portions of text as you control the playback operation.

Skip-Text Controls

Skip-text controls direct the equipment to skip over portions of text rather than play them back. Typical controls cause the system to skip a complete line, a single word, or one character. Some machines can skip from sentence to sentence. With skip controls, the typewriter skips playing back all the text until it reaches the period at the end of a sentence. (This is assumed to represent the end of a sentence.)

For examples of how these controls are used, look at Figure 5-6. In the first paragraph, you would stop the machine before it reached the word “exclusive.” Then you would type in the word “select.” After that, you would use the word-skip command to cause the machine to skip over

the word “exclusive” in the playback. You would then play back word by word until you got to the word “shoppers.” At that point you would type in the word “customers” and then use the word-skip command to skip over the word “shoppers” in the playback.

On the first line of the second paragraph, you would stop the machine after the word “your” and you would type in “information.” You would then play back word for word until you got to the word “handling,” and type in “processing” and then have your machine skip over the word “handling.” You could then continue line by line until the last line. You would stop at the word “will” and type the new ending for the sentence. After that, you could use line-skip or sentence-skip commands to cause the machine to skip over the rest of the sentence, which has been eliminated.

Practice these procedures on the equipment you are using to make sure you know how to make corrections in playback.

RERECORDING TEXT

As you go through the functions for producing a new document that includes editing changes, you should also generate a totally new storage file for the updated document. If your system has enough memory or storage to hold multiple documents, there will be a procedure you can use to record the corrected text as it is created through a combination of playback and new typing entries. In such a system, you will also be able to retain the file of the original, unedited version. In some systems, you may not be able to retain or store both documents.

No matter what specific controls are provided on your equipment, the result will be the same. A combination of material played back from the original file and of new text elements added by you creates a new, updated document record in memory or storage. Naturally, any material in the original draft that you skip during playback is not recorded on the new file. You end up with a record in memory or storage that matches the corrected, retyped document in your typewriter.

Review the specific procedures for editing and rerecording text on your typewriter. Practice each of the steps. You will need these skills to complete Assignment 5-2.

ASSIGNMENT 5-2

- Your Job:** Below is a copy of the letter from Assignment 5-1. Note that a number of changes have been made in handwriting on the text. Your job is to recall the file for this letter, play back the document, and make these changes on another file to be saved in storage. When you have completed this assignment, the file for this assignment should include all of the handwritten changes. You should also retain the original file for future use. Produce a finished, mailable letter which includes all of the changes on Workpaper 5-2.
- Materials:** Workpaper 5-2
- Settings:** Same as Assignment 5-1.

Ms. Susan Johannsen
5132 North Kildare Avenue
Chicago, IL 60632

Dr. Samuel Ishakawa
4937 West Keller Drive
Skokie, IL 60632

Dear Ms. Johannsen:

This is a personal note of welcome to the exclusive group of preferred shoppers who hold Marshall-Ward credit cards. Your Marshall-Ward Charge-it card is enclosed.

As requested in your credit application, your file has been entered in our computer for confidential handling. This means that no information about your account will be provided to anyone outside our store. Within the store, only those persons involved in processing transactions for your account will have access to the information.

You may begin making purchases on credit at any time. On the basis of information you provided, the credit limit on your account has been set at ~~\$300.~~ \$1,500.

To enjoy the full convenience of your status as a preferred credit customer, I suggest you carry your card with you when shopping at the store. Present this card to all store personnel who serve you. The card identifies you as a preferred customer.

Please feel free to call me if you have any questions or require special services.

Sincerely,

Sarah P. O'Malley
Credit Manager

yi

Enclosure: Marshall-Ward Charge-it Card

and simplifies the
purchase of
merchandise.

REARRANGING TEXT

If the draft of a document is edited, the new draft you make may alter the line endings. In other words, the draft copy in storage is to be revised. For example, if a line in the original text ended with a hyphenated word, the hyphen may be eliminated in the revised draft. Most electronic typewriters have special features or programs to help you set up or change line endings in playback.

In most of your assignments, you have controlled line endings with "soft" hyphens and/or "soft" carriage returns as you entered text on your electronic typewriter. The procedures may be the same or only slightly different for controlling line endings in playback. Therefore, let's review these functions as they relate to text editing during playback.

Line-End Controls

On most systems, as you know, margins are set through keyboard entries. The entries tell the equipment how wide a typing line you want.

As you type text, you can decide where you want a line to end and if you want to hyphenate the last word on the line. As you approach the end of a typing line, you hear a signal—either a bell or a tone. At this point, you enter what is known as the line-end zone. This area is also known as the *hot zone*. When you enter the line-end zone, you have several options:

1. You can keep typing. The machine will let you finish the word you are typing when you enter the line-end zone. It will also let you start typing the next word in your text. Then, the next time you hit the space bar, the machine will automatically cause the carriage to return so you can begin a new line of typing. This is known as a temporary carriage (or carrier) return because you have not actually recorded the return in text. The machine has made this entry under control of your margin instructions. If you change your margin coding, the machine will automatically change the line width as when you play back and type text from memory or storage.
2. You can insert a carrier return where you want it by using a special coded key. In some cases, this is a "soft" carrier return. On most equipment, however, this is treated as a required, or permanent, or "hard," carrier return. That is, it becomes part of the recorded text and controls future playback of the document.

3. You can insert a temporary, or "soft," hyphen. You do this, on most units, by depressing a special code key while you type in the hyphen. The hyphen will print and a temporary, or "soft," carriage return will be entered. However, if line length changes, the hyphen will be dropped during playback and the carriage return will be ignored. The line will automatically be ended at the first space code in the line-end zone.
4. You can enter a required, or permanent, hyphen and a required carriage return. You do this either by typing a hyphen and return just as you would on an ordinary typewriter or with special code keys. The "hard" hyphen and carriage return become part of the text file in memory or storage. They are played back as part of the text.

In typing text on your electronic typewriter for playback, the first alternative above is most convenient. You just keep typing and let the machine take care of line endings. When documents are retyped in playback, line widths are automatically adjusted. However, you may not get the quality of appearance required in the finished letter. If you begin typing a long word at the point where you cross into the line-end zone, this word may continue past your regular right-hand margin. This can create a wide variation in line widths and give you a ragged right margin.

If you wish to create a finished, mailable document on an electronic typewriter without using memory or storage functions, you control line endings by entering temporary, or "soft," hyphens and automatically inserted, or "soft," carriage returns. The line endings on this directly typed document will not be duplicated if and when the document is retyped in playback. The "soft" hyphens and "soft" carriage returns are ignored and line widths are adjusted automatically.

If you entered required or permanent hyphens and carriage returns, line endings on the document that is played back will be controlled by these.

Editing and Line-Ending Controls

If you have inserted permanent hyphens and returns, they must be removed and adjusted if editing results in different line widths than the original. You must also be especially careful about spacing between sentences as you make the adjustments.

Suppose, for example, that a permanent carriage return was inserted at the end of a sentence. When you adjust line width on replaying the document, you must also be sure to add two spaces following the period. These spaces are not on your record for the document if you used a permanent return. Thus, in playing back the document and eliminating a permanent return, the next sentence would begin immediately after the period if you failed to insert the needed spaces.

Therefore, when you update a text that has been recorded previously with permanent hyphens or returns, you must edit or change your line-ending controls as you work your way through the document.

You can, of course, control line endings as you play back a document. In some systems, there is no difference between the typing and playback controls. In others, procedures may be somewhat different. Check the manual for your system to make sure you understand how to control and/or adjust line endings during playback.

ASSIGNMENT 5-3

Your Job: Below is an edited draft of the letter you typed in Assignment 5-1. Your job is to recall the file for this letter and update it to reflect the editing changes. Retype a corrected letter on Workpaper 5-3. The text of the corrected draft should be recorded and stored for possible future use. This new version should replace the one created in Assignment 5-1.

If the electronic typewriter you are using does not have storage capabilities, type the original text of the letter in Assignment 5-1 into memory and make corrections as you play it out.

Materials: Workpaper 5-3

Ms. Susan Johannessen
5132 North Kildare Avenue
Chicago, IL 60632

Mr. Clifford P. Harske
7720 Sheridan Road
Chicago, IL 60632

Dear Ms. Johannessen:

This is a personal note of welcome to the exclusive group of preferred ~~shoppers~~ ^{customers} who hold Marshall-Ward credit cards. Your Marshall-Ward Charge-it card is enclosed.

As requested in your credit application, your ^{information} file has been entered in our computer for confidential ~~handling~~ ^{processing}. This means that no information about your account will be provided to anyone outside our store. Within the store, only those persons involved in processing transactions for your account will ~~have access to the information~~ ^{be allowed to review your file}.

You may begin making purchases on credit at any time. On the basis of information you provided, the credit limit on your account has been set at ~~\$300.~~ ^{\$500.}

To enjoy the full convenience of your status as a preferred credit customer, I suggest you carry your card with you when shopping at the store. Present this card to all store personnel ~~who serve you. The card identifies you as a preferred customer.~~ *as identification.*

Please feel free to call me if you have any questions or require special services.

Sincerely,

Sarah P. O'Malley
Credit Manager

yi

Enclosure: Marshall-Ward Charge-it Card

ASSIGNMENT 5-4

Your Job: Below is a word stream that simulates dictation of a typical business letter. Mark the text below for punctuation and paragraphing, then type a draft of the finished document on the letterhead in Workpaper 5-4.

Type the letter in full-block format with mixed punctuation. Control line endings so your right margin is not ragged and don't forget any essential letter parts.

As you complete this assignment, store the text for further use.

Materials: Workpaper 5-4

Settings: P: 10 LM: 15 RM: 15 LW: 55

Dictation:

mister emile faubourg 6579 west belmont avenue chicago illinois 60943
dear mister faubourg this will acknowledge the complaint in your letter of
september 19 the marshall-ward department store always appreciates
hearing from customers about problems with service or merchandise it is
a basic philosophy of this store to pay prompt attention to all complaints
we are committed to maintaining satisfaction of all of our customers to
act in your case we must arrange to see the article about which you
complain if it is convenient for you to bring this item into the store do so at
any time come directly to my office any employee can direct you if you
cannot conveniently come to the store please call to let me know the day
on which it will be convenient for us to pick the item up at your home we
will issue an order to have the article picked up by our delivery service
once the item is in the store we will attend to your complaint immediately
if you are dissatisfied with your purchase a credit or refund will be
arranged i look forward to hearing from you or to meeting you sincerely
yours evelyn schwartz vice president for customer services

ASSIGNMENT 5-5

Your Job: Below is a transcribed and edited draft of the letter you typed in completing Assignment 5-4. Recall your copy of this letter from memory or storage and produce a new draft that reflects these changes. Use the letterhead on Workpaper 5-5 to produce a finished, mailable letter. Note that this is a complete draft. You will have to match your own draft against the text below to pick up all changes in punctuation, text organization, and so forth.

As you complete this assignment, store the text for further use.

Materials: Workpaper 5-5.

Today's date

Mr. Emile Faubourg
6579 West Belmont Avenue
Chicago, IL 60943

Dear Mr. Faubourg:

This will acknowledge the complaint in your ^(who have experienced) letter of September 19. The Marshall-Ward Department Store always appreciates hearing from customers ~~about~~ problems with service or merchandise. It is a basic philosophy of this store to pay prompt attention to all complaints. We are committed to maintaining satisfaction of all of our customers.

To act in your case, we must arrange to see the ^{merchandise} ~~article~~ about which you complain. If it is convenient for you to bring this item into the store, do so at any time. Come directly to my office. Any employee can direct you.

If you cannot conveniently come to the store, please call to let me know the day on which it will be convenient for us to pick the item up at your home. We will issue an order to have ~~the article picked up by~~ our delivery service, ^{collect the merchandise.}

Once the item is in the store, we will attend to your complaint immediately. If you are dissatisfied with your purchase, a credit or refund will be ~~arranged~~. I look forward to hearing from you or to ^{meeting you.}

Sincerely yours,

^{extended to you.}

Evelyn Schwartz
Vice President for Customer Services

yi

ASSIGNMENT 5-6

Your Job:

Recall the letter that you stored in Assignment 5-3. You have received the following instructions regarding corrections:

1. Change the customer's credit limit to \$750.
2. Delete the second paragraph of the text.

The rest of the letter remains the same.

Produce a finished, mailable letter on Workpaper 5-6.

Materials:

Workpaper 5-6

ASSIGNMENT 5-7

Your Job:

Use the letter you stored in completing Assignment 5-5. Assume you have received a note asking you to send this same letter to Mrs. Helmut Mueller, 6625 South Parkway, Park Forest, IL 60466. You are also to make one change: Insert the word "collect" so the first sentence in the third paragraph reads: "If you cannot conveniently come to the store, please call me collect to let me know the day on which it will be convenient for us to pick the item up at your home."

Produce a finished, mailable letter on Workpaper 5-7.

Materials:

Workpaper 5-7



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

Credit Department

Name _____ Score _____

WORKPAPER 5-1



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

Credit Department



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

Credit Department

Name _____ Score _____

WORKPAPER 5-3



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

Credit Department

Name _____ Score _____

WORKPAPER 5-6



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

6

POWER TYPING

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Define the terms *power typing*, *constants*, and *variables*.
 2. Produce form letters from texts in memory or storage.
 3. Prepare letters or other documents assembled, or constructed, from a series of paragraphs, sentences, or other parts in memory or storage.
 4. Produce form and constructed, or assembled, letters with personalized insertions.
 5. Explain how mailing lists are used in a word processing system in generating correspondence.
-

YOUR LEARNING JOB

Many companies rely on word processing equipment to produce standard or customized (personalized) form letters quickly and conveniently. This learning unit covers some of the basic knowledge you must have to complete power typing jobs.

WHAT IS POWER TYPING?

The term *power typing* is often heard in business offices. As you work at different jobs, you will find various meanings given to this term. This is not unusual. New applications of word processing equipment are originated in many types of businesses, for many purposes. So there are some terms that cannot be defined precisely, but only generally.

Broadly speaking, *power typing* describes any application in which a complete text or parts of text (also called *text elements*) are captured in a system with the intent of using them as part of two or more output documents. Notice the words

complete text and *parts of text*. This description leaves room for a lot of variation and flexibility in power typing applications.

An entire letter may be reused, with changes in only the inside address and salutation. Or several different paragraphs may be combined or constructed, to produce a variety of letters. Even when the complete text is reused, changes may be required in sentences or paragraphs. Parts that require changes are called *variables*. Parts that do not change are called *constants*.

The credit card cover letter you produced in Assignment 5-6 is a form letter that could be sent out to all of the store's new credit customers. The basic letter would be repeated with insertions for each particular addressee. The first and fourth paragraphs are constants that would remain the same in all letters. Other constants include the complimentary closing and the signature line. The second paragraph is an optional constant: It would be used only for certain customers. The inside address and salutation are variables, to be changed for every letter. Since the credit limit amount might be changed, the third paragraph would also be a variable for every letter.

Applications

Depending upon individual needs, power typing can be used in a variety of ways, and in combinations of applications. For example:

- Complete letters can be typed repetitively to a specific group, or list, of addresses.
- Letters can be sent to addresses selectively chosen from mailing list files.
- Individual paragraphs can be selected (or deleted) for a text to fit the situations or needs of individual addressees.
- Documents can be constructed from stored parts of text to tailor correspondence messages for individuals or groups.
- Personalized notations can be inserted into letters or other documents by the equipment or by the operator. The result, usually, is a letter that appears to be written personally to a specific individual. In practice, such letters can be efficiently and inexpensively mass-produced by word processing machines.

The methods used—and the degree of automatic operation achieved—in power typing depend upon the features and capacities of the equipment. Virtually all electronic typing equipment can handle power typing jobs. However, the degree of automation that can be brought to power typing jobs depends on the storage capacity and on the programming of the individual electronic typing units. Therefore, as you read through the discussion that follows, refer to your operator's manual for procedures.

PREPARING REPETITIVE LETTERS

There are two approaches in preparing repetitive letters:

1. Storing a mailing list (names and addresses of recipients) within the word processing equipment. If this method is used, the word processor must have the ability to refer to and print from the stored list automatically. The system must be able to sense codes within the text of the letter and fill in the inside address, the name of the addressee, and other notations automatically.
2. Entering the basic text of the letter in storage or memory with stop codes to indicate the places where insertions are to be made. The operator fills in the insertions when the system stops. Then the operator restarts the machine.

Since few electronic typewriters offer the first approach, you are asked to record only the text of a letter for the assignments in this learning unit. Stop codes are indicated as appropriate. You make the insertions when your machine stops.

STOP CODES

A *stop code* is an entry that causes an electronic typewriter to stop at the point where this entry is made in text. Stop codes control power typing jobs on electronic typewriters.

To illustrate, suppose you are to prepare a standard form letter for a list of 40 people. For each addressee, your list includes name, complete mailing address, and a notation about the name to be used in the salutation. For example, the notation for Mr. John Smith might read *Mr. Smith*, or it might be *John* or *Jack*, depending upon the relationship of the sender of the letter to the addressee. The inside address and the salutation notation, then, are variables.

On the diskette on which the master letter has been recorded, the text of the letter begins with the salutation line. Thus, you start each letter by typing today's date and the variable inside address. Then you start the playout. The machine types the word *Dear*, then stops. You enter the variable salutation name from your list, then restart the machine. It completes the salutation by typing a colon, then begins the text of the letter.

The first line on the body of the letter starts: *I have good news to report*, (stop). At the stop, you enter another variable item. You type in the same name you entered in the salutation. Then the typing is restarted. The rest of the letter remains the same—constant.

Now assume that the same letter is sent to customers by a number of different people in your company. In this case, the complimentary closing would be a variable and there would be a stop code at the point where you type in the name of the sender.

Through playback and insertions, you have created a personally typed letter in a very short time. The impression upon the person receiving the letter is much better than if it was a printed form. Experience by many businesses indicates that responses to power-typed letters tend to be much better than for printed form letters.

Figure 6-1 shows how a mailing list entry might be prepared and coded for power typing of letters. Figure 6-2 shows the way the letter for this list might be recorded.

To produce the letters for the assignments within this chapter, you will have to know how to enter stop codes. You will also have to know how to restart the machine after completing the insertions. So be sure to refer to the operator's manual for your equipment and learn how to do these operations before going on to Assignment 6-1.

Figure 6-1 A mailing list entry might be formatted in this manner for automatic letter writing through power typing techniques. Each of the lines or elements of the address and salutation has a code. This coding corresponds with blank spaces identified in the body of the letter, as shown in Figure 6-2.

```
@1 Mr. Emile Le Fevre, President
@2 Reliable TV Sales & Service, Inc.
@3 1768 River Road
@4 Peoria, IL 61487

@5 Emile
```

```
@1 _____
@2 _____
@3 _____
@4 _____
```

Dear _____@5_____:

I have good news to report, _____@5_____.

Magna TV has approved your request to participate in your cooperative advertising program. This letter will be your authorization. Present it to the newspapers and/or radio stations listed in your program proposal.

The media that carry your advertising may bill us directly for the space or time used. Magna TV will pay 75 percent of the costs for all ads using the art work or scripts provided with the announcement of our program. Your store is to pay the remaining 25 percent of the advertising costs. Copies of newspaper ads and logs from radio stations must accompany the billing to Magna TV.

Remember, _____@5_____, this program also requires that you follow through and report the results of the ad campaign in terms of its impact upon your sales. The special order you placed to qualify for this program is being processed now. Your Magna TV sets will be on the way to you in a few days.

Sincerely,

Josephine Goodman
Director of Sales

Figure 6-2 This example shows a single-spaced, reference letter that might be used as part of an advertising program for a television distributor. Note that blank spaces in the letter correspond with entries in the mailing list. On some systems, the mailing list items could be picked up and entered automatically. On others, the word processing operator would make the entries. The text is coded so that the machine stops typing when it reaches points where entries are to be made.

ASSIGNMENT 6-1

Your Job: You are a word processing operator for the Southern Commonwealth Insurance Company, headquartered in Richmond, Virginia. You are handling power typing jobs. Your work consists primarily in preparing letters to the company's policyholders, to insurance agents, and to others. In this assignment, your job is to capture the text of the following letter in storage. Then send copies of this letter to the three persons whose names are listed at the end of the text.

Materials: Workpapers 6-1, 6-2, and 6-3

Settings: P: 12 LM: 24 RM: 18 LW: 60

- Instructions:**
1. Use modified block format with mixed punctuation.
 2. Type a draft on plain typing paper.
 3. Enter the body of the letter below into memory or storage of your electronic typewriter.
 4. After you have made sure the letter is properly positioned and attractive, as well as accurate, you can play back for the three letters. (Note: The variables will not be recorded for storage. These include the current date, the inside address, and the salutation including the word "Dear." Notice that each of the variables has a code number that corresponds to a number on the draft below.)
 5. Be sure to check the accuracy of the inside address and salutation before you begin typing the body of the letter. It is best to make corrections before you start the power typing operation for the full letter.
 6. Begin the recording of the text with the body of the letter.
 7. Be sure to enter the stop codes for the two insertions within the letter.

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
1 (804) 285-6052 285-6000

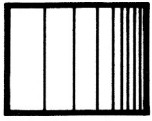
Special Policyholder Service
Department Telephone Number
1 (800) 543-0874

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
1 (804) 285-6052 285-6000

Special Policyholder Service
Department Telephone Number
1 (800) 543-0874

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
1 (804) 285-6052 285-6000

Special Policyholder Service
Department Telephone Number
1 (800) 543-0874

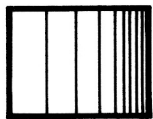


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-4

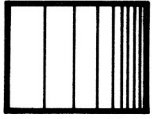


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-5

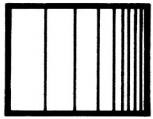


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-6

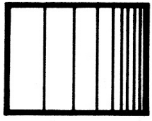


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-7

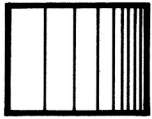


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-8

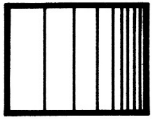


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-9

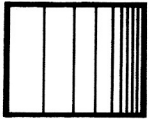


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-10

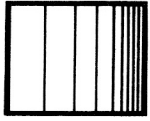


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-11

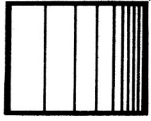


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-12

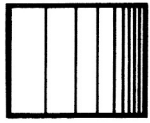


United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-13



United Radio & Television

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Name _____ Score _____

WORKPAPER 6-14

7

STATISTICAL TYPING

OBJECTIVES

After reading this unit and completing the assignments, you should be able to:

1. Format and prepare financial statements on an electronic typewriter.
 2. Format and prepare price lists and similar documents on an electronic typewriter.
 3. Produce statistical reports on an electronic typewriter.
-

YOUR LEARNING JOB

Electronic typewriters are a giant step forward in easing the work of statistical typists. Because of this, statistical typing has emerged as one of the important jobs for which companies and governmental organizations buy and use electronic typewriters.

Statistical typing includes those jobs in which typists or word processing operators produce documents that contain long columns of figures. In your work in this unit, you will have the opportunity to practice using the special features of electronic typewriters on statistical typing jobs.

SPECIAL TABULATION FEATURES

Most electronic typewriters have *Code* keys or program controls that simplify the setting of tab stops through keyboard entries. You simply tell the typewriter what pitch you will be using and at what spaces on the line you wish to have tab stops. Typing entries might look like this:

12 = 5, 25, 35, 60
10 = 5, 20, 50

The first line above indicates tab stops for 12-pitch typing. Stops are at 5, 25, 35, and 60 spaces. The second line indicates tab stops for 10-pitch typing. Stops are set at 5, 20, and 50 spaces.

The ability to set tab stops in this way gives you a lot of flexibility. For example, if you type a draft of a document and feel the tab stops should be moved, you can reformat the document by changing one or more of your tab settings.

Make sure you know how tab stops are set on the electronic typewriter equipment you are using. Practice setting the stops for each of the above examples.

Columns of Numbers

Tab stops set through keyboard entries on electronic typewriters apply to both statistical tabulation and routine text indentation. Any tab stop you set automatically becomes a decimal position if you are typing columns of numbers. If you are entering numbers without decimal points, it is assumed that the decimal point is at the right.

Consider this column of numbers:

907
1,309.50
1,509,003.32
10,590.23

To align numbers as shown in this list, you can use the *number align* (or decimal tab) feature of your electronic typewriter. With this feature, the typewriter tabulates for instant alignment to the decimal position when you are typing columns of numbers.

The number alignment feature overrides tab stops that you enter routinely, through keyboard entries. In number alignment, however, you do not use the tab key. Instead, you touch your machine's special *Code* key and a number key. The number key you choose is the number of digits (numerals) to the *left* of the decimal point. Count only the numbers and count only to the left. *Do not count commas*. The machine allows for the commas automatically. Just type them in routinely. However, *do* count dollar signs or parentheses included with the figures.

To illustrate, the column of figures below would be numerically aligned by depressing the *Code* key and the number in parentheses that has been added at the right:

| | |
|--------------|-----|
| 907 | (3) |
| 1,309.50 | (4) |
| 1,509,003.32 | (7) |
| 10,590.23 | (6) |

Number alignment simplifies the typing of financial and statistical documents. It also greatly improves the speed with which such reports can be typed. On an electronic typewriter with storage-file capabilities, the correction of financial and statistical documents also becomes much easier and faster.

Check and make sure you know how to use this feature on the equipment you are using before proceeding to Assignment 7-1. Practice setting the stops and aligning the above example.

ASSIGNMENT 7-1

- Your Job:** You are a statistical typist with an accounting firm. The firm's staff has just completed a draft of financial statements for a client organization. Your job is to type a draft of these financial statements. The first one is a balance sheet of assets. Proofread your work carefully and correct all errors. Produce a finished, mailable document.
- Materials:** Use plain typing paper.
- Settings:** P: 12 LM: 12 RM: 12 LW: 78

BALANCE SHEET

ASSETS

| | <u>Current Year</u> | <u>Last Year</u> |
|---|------------------------|------------------------|
| Cash and due from bank | \$ 3,898,155.27 | \$ 5,259,797.19 |
| Investment securities (Note 2) | | |
| U.S. government obligations | 8,559,612.42 | 5,434,649.09 |
| U.S. agency issues | 2,600,806.42 | 400,028.69 |
| Obligations of states and political subdivisions | 7,249,889.51 | 6,556,178.39 |
| Loans (Notes 3 and 4) | 40,211,620.98 | 37,847,751.19 |
| Less: Unearned income | 1,479,964.23 | 1,371,496.40 |
| Reserve for loan losses | 260,951.56 | 174,440.52 |
| Net Loans | 38,470,705.19 | 36,301,814.27 |
| Federal funds sold | 3,000,000.00 | 100,000.00 |
| Stock of Federal Reserve Bank | 78,000.00 | 78,000.00 |
| Bank premises and equipment (Note 5) | 1,083,543.59 | 1,125,778.25 |
| Prepaid federal income taxes | 0.00 | 7,780.35 |
| Accrued interest receivable | 691,568.81 | 430,977.77 |
| Prepaid expenses and other assets (Note 8) | 54,853.03 | 36,228.72 |
| | <u>\$65,687,134.24</u> | <u>\$55,731,232.72</u> |

ASSIGNMENT 7-2

- Your Job:** Your job here is to type the liabilities and stockholder's equity section for the financial statement you started in Assignment 7-1.
Proofread your work carefully. Make corrections so that you produce a finished, mailable document.
- Materials:** Use plain typing paper.
- Settings:** Same as Assignment 7-1

LIABILITIES AND STOCKHOLDERS' EQUITY

Liabilities

| | <u>Current Year</u> | <u>Last Year</u> |
|---|---------------------|------------------|
| Deposits | | |
| Demand deposits | \$13,744,305.78 | \$15,463,147.87 |
| Time and savings deposits | 41,542,562.18 | 31,534,442.11 |
| Deposits of U.S. government | 410,880.30 | 321,876.47 |
| Deposits of state and political subdivisions | 3,766,011.12 | 3,105,710.66 |
| Deposits of commercial banks | 54,790.12 | 85,118.81 |
| Certified and officers' checks | 511,242.24 | 383,664.31 |
| | <hr/> | <hr/> |
| Total deposits | 60,029,792.40 | 50,894,030.23 |
| Treasury demand notes | 436,465.38 | 277,315.40 |
| Other liabilities | 0.00 | 5,594.30 |
| Accrued interest payable | 387,191.68 | 253,547.78 |
| Federal income taxes payable | 20,742.01 | 0.00 |
| Deferred income taxes (Note 4) | 110,537.57 | 126,747.58 |
| | <hr/> | <hr/> |
| | 60,984,429.04 | 51,557,735.29 |

Stockholders' Equity

| | | |
|---------------------------------------|-----------------|-----------------|
| Capital stock; \$10.00 par value; | | |
| shares issued and outstanding, 60,000 | 600,000.00 | 600,000.00 |
| Surplus | 2,000,000.00 | 2,000,000.00 |
| Undivided profits | 1,983,770.61 | 1,419,985.34 |
| Reserve for contingencies (Note 4) | 118,934.59 | 153,512.09 |
| | <hr/> | <hr/> |
| | 4,702,705.20 | 4,713,497.43 |
| | <hr/> | <hr/> |
| | \$65,687,134.24 | \$55,731,232.72 |
| | <hr/> <hr/> | <hr/> <hr/> |

ASSIGNMENT 7-3

- Your Job:** Continuing with the financial statement you began in Assignment 7-1, you are now to type the income statement section.
Proofread your work carefully. Produce a finished, mailable document.
- Materials:** Use plain typing paper.
- Settings:** Same as Assignment 7-1

INCOME STATEMENT

Operating Income

| | <u>Current Year</u> | <u>Last Year</u> |
|---|---------------------|---------------------|
| Interest and fees on loans | \$ 3,982,161.31 | \$ 3,402,230.89 |
| Interest on federal agency and U.S. government obligations | 900,138.05 | 444,221.79 |
| Interest on obligations of states and political subdivisions | 352,710.05 | 327,569.47 |
| Dividend on Federal Reserve Bank stock | 4,680.00 | 4,680.00 |
| Trust department income | 16,659.86 | 5,584.94 |
| Service charges on deposit accounts | 160,090.86 | 96,514.38 |
| Other operating income | 523,318.16 | 323,212.62 |
| | <u>5,939,758.40</u> | <u>4,604,014.09</u> |

Operating Expenses

| | | |
|---|---------------------|---------------------|
| Salaries | 736,903.22 | 631,933.89 |
| Pensions and other employee benefits | 147,101.30 | 112,520.80 |
| Interest on certificates of deposit for \$100,000.00 or more | 1,035,763.53 | 512,220.80 |
| Interest on other deposits | 2,012,678.24 | 1,561,867.97 |
| Net occupancy expense | 167,621.35 | 120,922.67 |
| Equipment rental, services, depreciation | 138,429.17 | 140,170.64 |
| Provision for loan losses (Note 4) | 275,000.00 | 225,000.00 |
| Other operating expenses | 624,995.02 | 531,738.37 |
| | <u>5,138,491.83</u> | <u>3,836,375.14</u> |

Income Before Taxes

| | | |
|---|----------------------|----------------------|
| Income before income taxes | 801,266.57 | 767,638.95 |
| Less applicable income taxes (Note 11): | | |
| Current | 168,268.81 | 192,219.65 |
| Deferred | (16,210.01) | (23,048.00) |
| Net income | <u>\$ 649,207.77</u> | <u>\$ 598,467.30</u> |
| Earnings per share | <u>\$ 10.82</u> | <u>\$ 9.97</u> |

ASSIGNMENT 7-4

Your Job: To complete the financial statement you have been typing, you are to produce a finished, mailable copy of the statement of changes in financial position.
Proofread your work carefully and correct all errors.

Materials: Use plain typing paper.

Settings: Same as Assignment 7-1

STATEMENT OF CHANGES IN FINANCIAL POSITION

Funds Provided

| | Current year | Last Year |
|---|-----------------|-----------------|
| Net income | \$ 649,207.77 | \$ 598,467.30 |
| Depreciation—banking house and equipment | 159,245.79 | 126,155.26 |
| Increase in deposits | 9,135,762.17 | 4,529,729.49 |
| Increase in interest payable | 133,643.90 | 0.00 |
| Increase in treasury demand notes | 158,349.98 | 0.00 |
| Increase in federal income taxes payable | 20,742.01 | 0.00 |
| Decrease in prepaid federal income taxes | 7,780.35 | 0.00 |
| Decrease in federal funds sold | 0.00 | 1,500,000.00 |
| Decrease in cash and due from banks | 1,361,641.92 | 0.00 |
| Decrease in other assets | 0.00 | 29,592.57 |
| Transfer from reserve for contingencies | 34,577.50 | 34,553.21 |
| | \$11,660,951.39 | \$ 6,818,497.83 |

Funds Used

| | | |
|---|------------------------|------------------------|
| Increase in loans | \$ 2,168,890.92 | \$ 5,373,341.34 |
| Increase in cash and due from banks | 0.00 | 361,066.37 |
| Increase in prepaid federal income taxes | 0.00 | 7,780.35 |
| Increase in bank premises and equipment -- additions | 117,011.13 | 336,167.41 |
| Increase in federal funds sold | 2,900,000.00 | 0.00 |
| Increase in accrued interest receivable | 260,591.04 | 61,710.38 |
| Increase in other assets | 18,624.31 | 0.00 |
| Increase in investment securities | 6,019,452.18 | 467,794.92 |
| Decrease in reserve for contingencies | 34,577.50 | 34,553.21 |
| Decrease in other liabilities | 5,594.30 | 33,035.85 |
| Decrease in deferred income taxes | 16,210.01 | 23,048.00 |
| Dividends paid | 120,000.00 | 120,000.00 |
| | <u>\$11,660,951.39</u> | <u>\$ 6,818,497.83</u> |

STATISTICS AND TABLES

In addition to financial reports, word processing operators frequently prepare documents containing statistical data and tables.

Statistics are collections of numerical information that describe a condition that exists or is the result of operations. Generally, statistics include comparisons. For example, a statistical report on business operations often has separate

columns comparing results for the current year with those for the same period during one or more prior years.

Tables are listings of information containing numerical information. An example of a tabular document—one with tables—is a price list.

In producing either statistical reports or tables, follow the same procedures for tabulation and numerical alignments as you did in completing the financial statements prepared in the assignments just completed.

 ASSIGNMENT 7-5

Your Job: You are a statistical typist with an advertising agency. The firm's staff has just completed a draft of a statistical report on newspaper advertising. Part of this report is the statistical table below. Your job is to type a draft of this table.
If possible, save the text in storage or memory. Then proofread the table carefully and correct all errors.

Materials: Use plain typing paper.

Settings: P: 12 LM: 12 RM: 12 LW: 78

Newspaper Advertising Expenditures
Report for 64 Cities

| Classifications | This Month | Same Period | Dollar | % Change |
|----------------------|------------|-------------|-----------|----------|
| | (000) | Last Year | Diff. | |
| | Omitted | Omitted | Omitted | |
| Retail | | | | |
| April | \$ 425,239 | 344,928 | + 80,310 | + 23.0 |
| First Four Months | 1,510,718 | 1,321,283 | + 189,435 | + 14.3 |
| Department Stores | | | | |
| (Included in Retail) | | | | |
| April | 85,989 | 75,611 | + 10,378 | + 13.7 |
| First Four Months | 304,959 | 276,009 | + 28,950 | + 10.5 |
| General | | | | |
| April | 126,508 | 101,278 | + 25,230 | + 24.9 |
| First Four Months | 476,536 | 382,450 | + 94,086 | + 24.6 |
| Automotive | | | | |
| April | 18,447 | 15,518 | + 2,929 | + 18.9 |
| First Four Months | 76,553 | 66,869 | + 9,684 | + 14.5 |
| Financial | | | | |
| April | 30,873 | 29,996 | + 877 | + 2.9 |
| First Four Months | 120,617 | 104,483 | + 16,134 | + 15.4 |
| Classified | | | | |
| April | 215,563 | 177,728 | + 37,835 | + 21.3 |
| First Four Months | 847,473 | 765,328 | + 82,145 | + 10.7 |
| Total Advertising | | | | |
| April | 816,629 | 669,448 | + 147,181 | + 22.0 |
| First Four Months | 3,031,897 | 2,640,413 | + 391,484 | + 14.8 |

ASSIGNMENT 7-6

- Your Job:** You are a statistical typist with a manufacturing company. The company's marketing department has just completed a draft of a new price list for one of its product lines. This list is shown below. Your job is to type a finished, mailable copy of the new price list.
Proofread the copy and correct all errors.
- Materials:** Use plain typing paper.
- Settings:** P: 12 LM: 12 RM: 12 LW: 78

Price List

| Item No. | AWPC No. | AWPC BRAND | 1-3 Pkg | 4-9 Pkg | 10-49 Pkg | 50+ Pkg |
|-----------|----------|------------|---------|---------|-----------|---------|
| I-2034-A | R-2600 | R-8600 | 39.50 | 37.00 | 35.00 | 33.50 |
| I-2034-ND | R-2693 | R-2660 | 59.80 | 56.00 | 52.90 | 50.70 |
| L-2121-A | R-5019 | R-6273 | 81.10 | 76.00 | 71.90 | 68.80 |
| R-2242-A | R-2042 | R-2073 | 58.70 | 55.00 | 52.00 | 49.80 |
| R-2242-ND | R-2141 | R-2074 | 54.50 | 51.00 | 48.00 | 46.00 |
| L-2587-B | N-0374 | N-4005 | 59.95 | 55.75 | 54.80 | 51.95 |
| L-4026-N | L-1803 | L-2587 | 43.55 | 43.00 | 42.65 | 42.45 |
| P-53096 | W-2388 | W-3322 | 69.50 | 65.00 | 61.55 | 59.25 |
| P-53442 | W-3267 | W-4322 | 61.00 | 57.98 | 54.49 | 51.35 |
| T-586319 | RV-6057 | V-9520-7 | 99.50 | 95.65 | 91.25 | 87.20 |
| T-630321 | RV-7675 | V-9521-7 | 89.99 | 85.68 | 80.49 | 76.55 |
| T-788230 | RV-8772 | V-9963-2 | 212.60 | 203.40 | 199.89 | 164.40 |
| T-788233 | RV-8771 | V-9963-1 | 220.55 | 214.35 | 207.10 | 199.99 |
| X-80994-C | AR-7602 | A-1325 | 399.99 | 382.55 | 376.25 | 366.99 |
| X-82643-C | AR-7732 | A-1392 | 342.45 | 336.25 | 325.10 | 310.15 |
| N-967284 | D-75432 | D-6921-5 | 15.88 | 14.68 | 11.10 | 9.89 |
| N-967388 | D-75442 | D-6970-3 | 13.20 | 12.15 | 9.95 | 7.35 |
| N-967542 | D-75498 | D-6988-3 | 15.67 | 14.22 | 10.87 | 8.56 |
| F-9880316 | T-65431 | T-7799-1 | 79.89 | 75.57 | 69.38 | 65.44 |
| F-9882497 | T-78984 | T-8864-1 | 88.40 | 84.54 | 81.14 | 76.10 |

